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ABSTRACT

An analysis is made of comments of 3,199 Connecticut citizens as to their opinions about the educaticnal process of Connecticut. The comments were obtained by use of a survey questionnaire utilized in a study of the "Connecticut Citizens' Response to Educational Goals," the last page of which provided for additional comments. The commenters were assigned to one or more of seven comment groups according to the categorization of their comments. Using six empirical educational goal groups arrived at in the earlier study, the respondents were assigned to one or more of these groups according to their responses to the goals in each group. The commenters are then compared across the three characteristics of age, sex, and relation to education and according to their goal-group membership. Important findings resulting from the analysis of the comments are: (1) the largest cluster contains attitudes favoring modern, relevant, humanitarian education; the second cluster favors practical, basic, traditional education; and the third favors more emphasis on non-academic education; (2) the emphasis on humanitarian education is highest in the younger respondents and lowest in the older; the traditional education is more desired by the older respondents; (3) students like the educational system; (4) all grcups except parents favored humanitarian education, with students being most in favor; (5) teachers and school administrators have the same attitude profile across the seven attitude groups; (6) parents and teachers share only one basic attitude--both want more practical, basic, traditional education; (7) students and teachers share tow out of seven attitudes; and (8) there is little sex idfference in the degree of emphasis on humanitarian or traditional education. (DB)

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CONNECTICUT CITIZENS COMMENTS ON EDUCATIONAL GOALS 1971-1972

Connecticut State Board of Education

ISIS

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REPORT OF

CONNECTICUT CITIZENS COMMENTS

ON

EDUCATIONAL GOALS

PERFORMED FOR THE

CONNECTICUT STATE BOARD OF EDUCATION

1971 - 1972

BY

THE INSTITUTE FOR THE STUDY OF INQUIRING SYSTEMS

3508 MARKET STREET

PHILADELPHIA, PENNSYLVANIA 19104

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The Institute for the Study of Inquiring Systems wishes to take this opportunity to acknowledge our appreciation of the cooperation extended to us by personnel at all levels in the Connecticut State Department of Education. Additionally, we wish to thank the Superintendents, School Principals, teachers and students, and the thousands of Connecticut citizens from all walks of life who participated in the study, and through whose commitment to the progress of Connecticut education, this project was possible.

INTRODUCTION

BACKGROUND

In 1971 the Institute for the Study of Inquiring Systems (ISIS) was contracted by the Connecticut State Board of Education to conduct two research studies concerning the State's educational needs. One of these studies was the recently completed assessment of reading skills of Connecticut school children. The second study consisted of an educational goals survey in which the public responded to a set of educational goals developed by various specialists and educators within the Connecticut State Department of Education.

The purpose of the goal research program was to establish a basis for designing an educational program that would meet the needs of the public school students in Connecticut. The results of this survey are presently available and can be obtained from the Connecticut State Board of Education in a report entitled "Connecticut Citizens' Response to Educational Goals." In addition to giving direct responses to the given set of educational goals, the Connecticut citizens were also invited to express freely their opinions about the educational process of Connecticut. It is the purpose of this report to present an analysis of these comments.

INSTITUTE FOR THE STUDY OF INQUIRING SYSTEMS

The Institute for the Study of Inquiring Systems (ISIS) was chartered in 1967 as a non-profit, tax-exempt organization, specializing in performing educational research for all levels of government. It has worked with the Pennsylvania Department of Public Instruction, various school districts, a consortium of Pennsylvania, New York, New Jersey, and Delaware, and the Office of Education of the Department of Health, Education and Welfare.

Any inquiries concerning the methodology or analysis used in this study should be addressed to Michael H. Halbert, Executive Director of the Institute.

SAMPLE COMPOSITION AND DISTRIBUTION OF QUESTIONNAIRES

On every goal survey questionnaire, the entire last page was provided for additional comments. The sample of commenters for this analysis consists of those Connecticut citizens who not only responded to the specific goals listed in the questionnaire, but also included their own opinions.

There were essentially two different forms of the goal survey questionnaire, a short and a long form. The short form was distributed in the same sampling structure that was being used by the Reading Assessment field administrators in the following manner:

- All 13 and 17 year olds who participated in the reading assessment program.
- Approximately 200 parents of school children in each of the 163 schools sampled for the reading assessment.
- All non-professionals employed by the sampled schools, including office workers, maintenance personnel, cafeteria employees, etc.

Each form was distributed with a pre-paid envelope for return to the State Department of Education.

Three methods were used to distribute the long form. ISIS Reading Assessment field administrators distributed approximately thirty long forms in each of the 150 schools visited for distribution to in-school educational professionals including teachers, administrators, librarians, guidance counselors, and other professionally certified personnel. For distribution out of the schools, long forms were included in an over-printing of approximately 20,000 copies of *Connecticut Education*. These were distributed throughout the state by the State Department of Education to regular subscribers, school board members, community leaders, members of various Connecticut professional groups, and other citizens interested in the goals of education. The long form had a postage paid return imprint on it to facilitate return to the State Department of Education. Long forms were available from the State Department of Education on request.

The two forms essentially differ by the actual number of goals contained in the questionnaire. The long form contained the entire set of eighty-eight educational goals while the short forms consisted of various sub-sets of approximately forty-five goals each. These differences are irrelevant for this report since both forms solicited comments in the same manner.

RESPONDENT AND COMMENTER SAMPLES

A total of 9,399 response forms were received and were suitable for goal analysis. Of these respondents, 3,199 made additional comments and compose, therefore, the commenter sample. The goals questionnaire also gathered information on three respondent characteristics: age, sex, and relation to education (possible categories were: student, teacher, school administrator, parent, and other). Many of the analysis shown later in this report will utilize these three characteristics. Table 1 compares the characteristic composition of all of the respondents with those of the commenters. There is very little difference between the two samples - the largest difference being 2.7 percent for the age category 19-34. All of the other characteristics are distributed almost identically between the commenters and the total sample of goal respondents, indicating that the commenters represent a good cross-section of the total goal survey respondents.

TABLE 1

COMPARISON OF COMMENTERS WITH ALL RESPONDENTS

(Percentages of Commenters and Respondents)

	RELATION TO EDUCATION					
	Student	Teacher	Admin.	Parent	Other	Number
Commenters	22.9	20.5	6.7	44.8	5.1	3117
All Respondents	22.1	21.3	6.5	44.8	5.3	9118
Difference	0.8	-0.8	0.2	0.0	-0.2	

	AGE					
	18 or Under	19-34	35-49	50-64	65 or Over	Number
Commenters	22.4	16.7	47.8	11.9	1.2	3128
All Respondents	21.7	19.4	46.3	11.9	0.7	9148
Difference	0.7	-2.7	1.5	0.0	0.5	

	SEX		
	Male	Female	Number
Commenters	41.1	58.9	3092
All Respondents	41.0	59.0	9061
Difference	0.1	-0.1	

PLAN OF REPORT

There are five remaining sections in this report:

SECTION I. HIGHLIGHTS:

Short, specific statements concerning the main findings are presented for a quick overview of the Results Section.

SECTION II. CLASSIFICATION OF COMMENTS:

A classification scheme was devised for coding the comments into fifty-five separate categories. A procedure was developed for merging these categories - first into nineteen sub-categories, and then into a final set of seven major comment categories. The commenters were subsequently assigned to one or more of these seven comment groups according to the categorization of their comments.

SECTION III. EMPIRICAL GROUPING OF GOALS:

Based on the entire set of responses (9,399) to the goals section of the questionnaire, a two-stage clustering procedure was used to create six major goal groups. Tables 2 through 7 show the actual goal statements that are

contained in each of these groups. Respondents were subsequently assigned to one or more of these groups according to their responses to the goals contained in each of the goal groups.

SECTION IV. RESULTS:

In this section, the commenters assigned to each of the seven major comment groups are compared across the three characteristics of age, sex, and relation to education. The commenters in each of the comment groups are also compared according to their goal group membership. A quick overview of the findings of this section is presented in Section I.

SECTION V. SAMPLE COMMENTS

This section will present direct quotes, including misspellings, of comments from each of the fifty-five original comment categories.

SECTION I. HIGHLIGHTS

There are several important findings from the analysis of these comments. Some are important because they confirm commonly held opinions; some are important because they show there is no basis for widely discussed "facts" about educational attitudes.

As shown in the Introduction, the 3,199 commenters are distributed almost exactly as the 9,399 total respondents in the goals survey, with respect to age, sex, and relation to education. Their comments, therefore, can be taken as a fair representation of the attitudes of Connecticut citizens.

- There are three major attitude clusters. The largest cluster contains attitudes favoring modern, relevant, humanitarian education. The second cluster favors practical, basic, traditional education.

  The third attitude cluster favors more emphasis on non-academic education - more vocational, physical, sex, and drug education. This group has some overlap with each of the first two clusters, and these three clusters account for 70 percent of all commenters.

- The emphasis on humanitarian education is highest in the younger respondents, and lowest in the older. The emphasis on traditional education is the reverse; it is more desired by the older respondents.

- Students like the educational system. More students than parents, teachers, or school administrators made spontaneous positive attitude comments about Connecticut education.

- All groups, except parents, favored humanitarian education, with students being most in favor.

- Teachers and school administrators have the same attitude profile across the seven attitude groups.

- Parents and teachers share only one basic attitude out of seven. Both want more practical, basic, traditional education.

- Students and teachers share two out of seven attitudes. Both want more humanitarian education, and both had many nice things to say about education.

- There is little sex difference in the degree of emphasis on humanitarian or traditional education.

SECTION II. CLASSIFICATION OF COMMENTS

Since the comments were written in free language, it was necessary to develop some method of grouping or categorizing them. The first step was to read several hundred separate comments. Those that were only factious or obscene were eliminated (regretfully, since some were quite inventive), and a set of codes reflecting the essential content of the comments was developed. These codes were refined and extended as the remainder of the comments were analyzed. If a given commenter's remarks covered more than one topic, all of the appropriate codes were assigned. The 3,199 commenters produced 6,043 codable comments, an average of 1.89 codes per commenter. There were 55 basic coding categories, which ranged from a low of 0.2% for "Teachers salaries are too low" to a high of 13.8% for "General comments".

These 55 categories were then further aggregated into 19 categories by computing a similarity measure for each pair of categories (1484 pairs) based on the frequency with which a person whose comments were coded in one category <u>also</u> had comments coded in the paired category. This led to 19 sub-groups accounting for 5,205 distinct coded comments or an average of 1.63 comments per commenter. This is less than the 6,043 comments at the 55 category level, since if a person had two comments in

two different categories, both comments might well end up in the same sub-group, and thus be counted only once at the 19 sub-group level.

The same procedure was subsequently used to collapse the 19 categories into seven major groups. This produced 1,410 distinct coded comments or 1.41 per commenter.

Table 2 shows the groups, the sub-groups, and the basic categories as well as the percentage of all commenters in each category, sub-group, and group. The numbering system is interpreted as shown in the following example:

> "Comment Category 2.08.07 - (6.8%) - The Three R's".
>
> This category contained comments made by 6.8% of all the commenters, and ranked seventh (X.XX.07) out of 55 categories in order of frequency of occurrence. It was in sub-group 8 (X.08.XX) "Basic educational skills", which contained 11.7% of all commenters; and which ranked eighth out of 19 sub-groups. It is in group 2 (2.XX.XX) which was ranked second (out of seven) and has been termed "Practical, basic, traditional valued education taught in a traditional, disciplined style." Comment group 2 containes 32.2% of the commenters.

Several verbatim examples of each of the comment categories are presented in Section V. The arrangement of that section follows the outline in Table 2.

TABLE 2

COMMENT CLASSIFICATION STRUCTURE

(Number in Parentheses is Percent of Total Comments in Each Category)

Group 1 - (42.5%) - Modern, relevant, humanitarian valued education taught in a "free", varied and humanitarian style.

Sub-group 1.01 - (22.6%) - Modern, relevant courses and humanitarian values.

Comment 1.01.04 - (8.4%) - Education should be modern and relevant.

Comment 1.01.10 - (6.3%) - Develop self potential of students.

Comment 1.01.11 - (6.3%) - Children should be taught to respect others.

Comment 1.01.13 - (5.6%) - Children should learn self-respect and self-image.

Comment 1.01.22 - (3.0%) - Schools should teach humanist values.

Sub-group 1.05 - (12.7%) - Free curriculum and more attention should be given to individual student potential and minority groups.

Comment 1.05.12 - (5.8%) - Programs should be geared to the ability of the student.

Comment 1.05.16 - (4.9%) - Schools should have a free curriculum.

Comment 1.05.29 - (2.2%) - More special and minority programs.

Comment 1.05.39 - (1.5%) - Grading systems should be more flexible.

Comment 1.05.53 - (0.3%) - There is too much discipline in the public schools.

Sub-group 1.07 - (11.8%) - Humanitarian teaching and responsibility for value instruction shared by schools and parents.

Comment 1.07.02 - (9.9%) - Teachers should teach in a humanitarian style.

Comment 1.07.30 - (2.2%) - Both parents and schools should teach values.

Sub-group 1.12 - (5.4%) - Teachers should motivate students to learn and teach love of learning.

Comment 1.12.15 - (5.4%) - Teachers should motivate students to learn, and should teach love of learning.

Sub-group 1.16 - (1.9%) - Comments adding goals to the questionnaire.

Comment 1.16.35 - (1.9%) - Comments adding goals to the questionnaire.

Group 2 - (32.2%) - Practical, basic, traditional valued education taught in a traditional, disciplined style.

Sub-group 2.02 - (19.5%) - Traditional values and communication skills.

Comment 2.02.06 - (7.7%) - More classes on reading and other communication skills.

Comment 2.02.09 - (6.3%) - Cognitive curriculum recommendations.

Comment 2.02.14 - (5.5%) - More effective citizenship.

Comment 2.02.25 - (2.9%) - Schools should teach traditional values.

Comment 2.02.38 - (1.6%) - Affective courses should be taught to students.

Sub-group 2.08 - (11.7%) - Basic educational skills.

Comment 2.08.07 - (6.8%) - The three R's.

Comment 2.08.28 - (2.3%) - Values should be taught by parents and church, not schools.

Comment 2.08.32 - (2.1%) - Less extraneous and extracurricular courses and activities.

Comment 2.08.42 - (1.3%) - The public schools should not teach values.

Comment 2.08.47 - (0.5%) - Schools should not have a free curriculum.

Comment 2.08.48 - (0.5%) - Fewer courses on sex education and hygiene.

Sub-group 2.11 - (5.9%) - Traditional teaching style and discipline.

Comment 2.11.17 - (4.8%) - There is not enough discipline in the public schools.

Comment 2.11.37 - (1.7%) - Teachers should teach in a traditional style.

Sub-group 2.19 - (0.8%) - Anti-student and anti-special program comments.

Comment 2.19.49 - (0.5%) - Less special and minority programs.

Comment 2.19.51 - (0.4%) - Strong criticism of students or school.

Group 3 - (22.3%) - More vocational education, physical education and other courses such as sex education and drug education; extracurricular activities.

Sub-group 3.06 - (12.4%) - Physical education, extracurricular activity and other curriculum recommendations.

Comment 3.06.08 - (6.3%) - Other recommendations about curriculum.

Comment 3.06.18 - (4.8%) - More extraneous and extracurricular courses and activities.

Comment 3.06.26 - (2.6%) - More emphasis on physical education.

Comment 3.06.52 - (0.4%) - More emphasis on college preparatory courses.

Sub-group 3.10 - (7.7%) - Vocational education

Comment 3.10.05 - (7.7%) - There should be more vocational education.

Sub-group 3.14 - (4.4%) - Sex education, hygiene, and drug and alcohol programs.

Comment 3.14.24 - (3.0%) - More classes on sex education and hygiene.

Comment 3.14.31 - (2.2%) - More courses on drugs, alcohol and tobacco.

Sub-group 3.18 - (0.9%) - The public schools are doing a good job.

Comment 3.18.44 - (0.9%) - The public schools are doing a good job.

Group 4 - (16.3%) - Complaints about salaries, taxes, the questionnaire, etc.

Sub-group 4.03 - (15.7%) - Suggestions about the instrument, goals, and negative attitude comments.

Comment 4.03.03 - (9.6%) - Goals could be improved.

Comment 4.03.20 - (3.6%) - The questionnaire could be improved.

Comment 4.03.27 - (2.5%) - Comments generally negative in nature.

Comment 4.03.34 - (2.0%) - Disliked the questionnaire.

Sub-group 4.17 - (1.1%) - Education costs too much.

Comment 4.17.46 - (0.8%) - Schools cost too much.

Comment 4.17.50 - (0.4%) - Teachers' and school administrators' salaries are too high.

Group 5 - (13.8%) - General comments.

Sub-group 5.04 - (13.8%) - General comments.

Comment 5.04.01 - (13.8%) - General comments.

Group 6 - (9.2%) - Comments about teachers, class size and school facilities.

Sub-group 6.09 - (7.7%) - Teacher and school administration comments.

Comment 6.09.19 - (4.6%) - Need better qualified teachers.

Comment 6.09.21 - (3.3%) - Individual complaints.

Comment 6.09.33 - (2.1%) - Teachers should be evaluated.

Comment 6.09.40 - (1.5%) - The public schools are doing a bad job.

Comment 6.09.43 - (1.0%) - Teachers are very important; we need more.

Comment 6.09.54 - (0.3%) - State and Federal government should finance and control education.

Comment 6.09.55 - (0.2%) - Teachers' salaries are too low.

Sub-group 6.15 - (2.0%) - Smaller classes and better school materials.

Comment 6.15.41 - (1.3%) - Better school learning materials and buildings.

Comment 6.15.45 - (0.9%) - Classes should be smaller.

Group 7 - (4.7%) - Positive attitude comments.

Sub-group 7.13 - (4.7%) - Positive attitude comments.

Comment 7.13.23 - (3.0%) - Comments generally positive in nature.

Comment 7.13.36 - (1.5%) - Liked the questionnaire. Thank you.

SECTION III. EMPIRICAL GROUPING OF GOALS

GOAL GROUPING

For the analysis performed in the educational goals survey, a set of goal groups had to be defined empirically from the actual responses of the entire sample of 9,399 respondents. This was accomplished through a two-stage clustering procedure that used only the correlations within each possible pair of the eighty-eight goals (3,828 pairs) as its input requirements. In the first stage, all pairs of goals whose correlations were greater than a pre-specified value were identified. The goals forming each of these highly correlated pairs are defined as being "linked" together. By connecting those links that have common goals, we form a "chain" of goals. Each goal group consists of all those goals that can be chained together in a single chain. For example, if goal A is linked with goal B, and goal B is linked with goal C which, in turn, is linked with goal D, and none of these four is linked with any other goal; then goals A, B, C, and D form a chain and are considered a goal group. Using a pre-specified criterion level of 0.375 for the correlation value, we were able to identify clearly six different goal groups. Levels greater than 0.375 yielded too many separate goal groupings each with a small number of goals, and with many goals ungrouped, while lower criterion levels resulted in all of the goals forming either one or two chains, i.e. one or two goal groups.

Goals which did not have at least one of their eighty-seven correlations (with the other goals) as high as 0.375 were not included in any of the links or chains and could not, therefore, be grouped. Out of the set of eighty-eight goals, thirty could not be grouped by stage one of the clustering procedure. Accordingly, a second stage procedure was used to assign these goals. The correlations between a given ungrouped goal and each of the goals comprising each empirical group were averaged within each goal group to yield an overall importance similarity measure between that goal and that goal group; six such measures were calculated for each ungrouped goal - one for each of the six stage one empirical groups. The goal was then assigned to the group for which its correlation average was highest. The only restriction was that this highest correlation average had to be greater than the average of the correlations over all 3,828 pairs of the eighty-eight goals - (0.225). This second stage of clustering was separately performed for each of the thirty ungrouped goals and resulted in the assignment of twenty-seven of them - leaving three goals ungrouped. Tables 3 through 9 show the final empirical groups and the goal statements they contain. The goal number represents the actual rank of the goal according to the percentage of respondents who considered that goal most important, i.e. goal number 1 was considered important by the greatest percentage of respondents.

The full analysis of the goal responses is reported in a separate volume, Connecticut Citizens' Response to Educational Goals - 1971-1972, which can be purchased from ISIS in Philadelphia and a Summary Report which is available from the Connecticut State Department of Education in Hartford.

RESPONDENT GROUPING

Using these six empirical goal groups, a procedure was designed to assign respondents to specific groups based on their pattern of responses. The percentages of goals checked for each of the six goal groups were calculated for each respondent. That respondent was then assigned to the goal group for which he had the largest percentage of goals checked. If there was a tie(s), he was assigned to each of the tied groups. However, if this maximum group percentage was not greater than the respondent's overall percentage of goals checked, he was not assigned to any of the goal groups. The number of respondents who could not be grouped constituted only 2.7 percent of the sample. The table below compares the distribution of commenters to goal groups with the distribution of all the respondents to the goal groups. There is essentially no difference between the two samples according to their empirical goal group membership.

	Humanism	Language Arts	Citizen-ship	Science & Math	Family, Health & Career	The Arts	Number*
Commenters	30.9	19.7	20.1	15.5	9.5	4.2	4463
All Respondents	30.4	20.5	20.1	14.8	10.6	3.6	13140
Difference	0.5	-0.8	0.0	0.7	-1.1	0.6	

*Respondents could be assigned to more than one goal group.

TABLE 3

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 1 - HUMANISM

GOAL NO.	GOAL STATEMENT (Each student ...)
33	... values himself and others with positive appreciation.
13	... increases his ability to understand himself and to function in his environment.
23	... recognizes feelings and emotions as a component of life situations.
20	... accepts changes and adapts to changing situations.
19	... recognizes and accepts his strengths and weaknesses and develops his personal goals accordingly.
21	... acquires an understanding of the extent of his control over his body, his mind, and his future.
4	... shows concern for the welfare and dignity of others.
16	... takes responsibility for his own personal development and obligations.
24	... applies his accumulated knowledge and skills to present day living.
55	... appreciates and supports the existence of a variety of life styles wherever he may live.
27	... recognizes his strengths and weaknesses in relation to his choice of career.
8	... accepts learning as a lifelong continuing process of self-development.
31	... acquires an understanding of the interdependence of people.
3	... listens to, and attempts to appreciate what others have to say.
17	... acquires self-direction in his learning activities.

TABLE 4

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 2 - LANGUAGE ARTS

GOAL NO.	GOAL STATEMENT (Each student ...)
25	... reads and analyzes material appropriate to his age and experience.
34	... understands material that he hears appropriate to his age and experience.
49	... makes judgements concerning what he has read appropriate to his age and experience.
51	... relays oral messages accurately.
67	... expresses himself in writing adequately in a scholastic situation.
47	... expresses himself in writing adequately in a business or vocational situation.
41	... when speaking uses appropriate English at will.
32	... expresses himself in writing adequately in a social situation.
46	... locates and uses printed information essential for the decisions he has to make.
2	... reads and understands material appropriate for his age and experience.
72	... accepts the variety of English used for communication in different occasions.
15	... has the motivation to achieve at his level of age and ability.
14	... develops an interest in, and enjoys reading.

TABLE 5

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 3 - CITIZENSHIP

GOAL NO.	GOAL STATEMENT (Each student ...)
50	... recognizes certain values and beliefs as important to the democratic way of life.
45	... develops a reasoned commitment to the values that sustain a free society.
38	... acquires the skills necessary to adapt and adjust to living in a democratic society.
60	... participates in activities which involve the democratic processes.
43	... recognizes and appreciates the contribution of others in the world of work.
59	... is aware of the problems of international relations.
9	... knows the main structure and functions of our government.
62	... learns to use and interpret modern means of communication.
5	... supports the rights and freedom of all individuals.
56	... develops a personal commitment to order rather than chaos in the culture.

TABLE 6

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 4 - SCIENCE AND MATH

GOAL NO.	GOAL STATEMENT (Each student ...)
73	... demonstrates a knowledge of scientific concepts and principles.
76	... demonstrates knowledge of mathematical facts, definitions, and symbols.
58	... demonstrates knowledge of the concepts and principles of mathematics.
83	... demonstrates a knowledge of scientific facts.
71	... performs mathematical tasks successfully.
74	... demonstrates an understanding of the investigative nature of science.
65	... understands the role of modern technology and science in relation to his environment.
18	... applies mathematics to the solution of problems encountered in every day living.
44	... recognizes the major achievements and contributions made by past and present civilizations.

TABLE 7

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 5 - FAMILY, HEALTH AND CAREER

GOAL NO.	GOAL STATEMENT (Each student ...)
42	... acquires good safety habits.
52	... understands the relationship between health and physical activity.
40	... has habits and attitudes which will enable him to function in a career.
78	... respects the limits of physical activity as determined by his age and growth level.
30	... is aware of the potential harm which the excessive use of alcohol and/or tobacco can cause.
28	... helps and respects his own family.
70	... has habits and attitudes necessary to become an effective homemaker.
53	... plans for and makes career decisions.
64	... develops an awareness of the functions of labor and management in the economy.
6	... is aware of the potential harm which the use of illicit drugs can cause to himself and to others.
26	... develops an appreciation for good workmanship.
10	... desires to become a productive citizen.
22	... acquires habits and attitudes which have proven value for health and family life.
36	... is equipped to obtain gainful and sociably approved employment.
48	... recognizes the necessity for training and/or retraining to maintain progress in his employment.
57	... should acquire the concepts, skills, and values needed as a sound basis for safe and efficient driving.

TABLE 7 (Cont'd.)

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 5 - FAMILY, HEALTH AND CAREER

GOAL NO.	GOAL STATEMENT (Each student ...)
29	... develops career and occupational capabilities.
54	... participates with pleasure in physical activities as individuals and with groups.
75	... develops an avocation suited to maintain his physical vigor.
69	... develops the proficiency in physical activities that will lead to constructive use of leisure time.
12	... develops values essential to successful family and community life.
61	... develops motor skills suited to his age and growth level.
39	... acquires the ability to act as an intelligent consumer.
35	... participates in and enjoys a variety of physical activities which change according to his age and experience.
63	... accepts the worth of different dialects, accents, and other languages as valid means of communication.
37	... develops ethical, social, and spiritual values and uses then in establishing his personal goals.
66	... experiences a variety of career activities.
11	... develops the skills, knowledge and values necessary for responsible citizenship.

TABLE 8

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 6 - THE ARTS

GOAL NO.	GOAL STATEMENT (Each student ...)
86	... knows about the musical resources of his community and seeks musical experiences.
84	... participates in activities related to art.
81	... develops a continuing interest and participation in literature.
87	... is able to read standard musical notation.
85	... listens to music with understanding.
82	... recognizes and accepts art as a realm of experience.
80	... gets self-satisfaction and enjoyment from many and varied writing experiences.
77	... recognizes and accepts all of the arts as a form of communication.
88	... is able to perform a piece of music.
68	... enjoys music in some capacity.

TABLE 9

EMPIRICAL GROUPING OF ALL GOALS

GOAL GROUP 7 - UNASSIGNED GOALS

GOAL NO.	GOAL STATEMENT (Each student ...)
7	... distinguishes fact from opinion in what he hears.
1	... learns to communicate effectively.
79	... acquires the skill necessary to communicate in at least one language other than his own.

SECTION IV. RESULTS

The tables and figures in this section show the results of analyzing the commenters by sex, relation to education, age, and by their response to the eighty-eight educational goals in the main section of the questionnaire. The methods used to develop these tables and figures are described in the Introduction.

Tables 10, 12, and 14 show the actual percent of respondents by sex (10), relation to education (12), and age (14) whose comments fell in each of the seven comment groups, along with the total number of commenters in each group.

Tables 11, 13, and 15 show the same data where the percentages are shown as being above or below average. Thus, in Table 11, the first row of data shows that there were 7% fewer males whose comments were in the "Modern, relevant, and humanitarian education" group than there would have been if those type of comments were made as frequently by males as they were by all the commenters. Thus, males were less disposed to make these types of comments than were females.

Looking at Table 11 as a whole, it is evident that the males were most expressive of "More vocational, physical, sex, and drug education"

(+10%); and "Compiaints on salaries, taxes, the questionnaire, etc.". They had fewer than average "Positive attitude comments" (-35%).

Female commenters were well above average on "Positive attitude comments" (+24%) and were well below average in "Complaints on salaries . . . , etc." (-16%). The other comment categories did not show any high sex differences.

Table 13 shows the profile of commenters with respect to the relation to education. Here the students were high on "Modern, relevant, and humanitarian education" (+17%); "Positive attitude comments" (+35%), and "General comments" (+16%). They were low on an emphasis on "Practical, basic, and traditional education" (-42%), on complaints on salaries, etc. (-20%), and on comments about teachers and facilities (-18%). These data, especially the high percentage of positive attitude comments (+35%), show that students in general like their educational system. In fact, students were highest of all groups (teachers, administrators, and parents) in percent of positive comments.

The teachers were higher than average on three comment groups -- more vocational, physical, sex, and drug education (+19%), complaints about salary, etc. (+19%); and positive attitude comments (+24%). They were

quite a bit lower than average on two groups -- general comments (-22%) and comments on teachers, class size, facilities, etc. (-27%).

The school administrators were high in comments asking for more courses in vocational, physical, sex, and drug areas (+25%); and were the highest of all respondent groups (+43%) on complaints on salaries, taxes, etc. They were low (-43%) on comments about teachers, class size, and facilities.

The parents had many more than average comments asking for practical, basic education (+15%); and were also above average on comments about teachers, class size and facilities (+28%). They were below average on requests for more vocational, physical, sex, and drug classes (-12%) and on positive attitudes (-31%).

Table 15 shows the comment groups analyzed by age of the respondent. The first row of data show that the younger respondents (under 35) favored modern, relevant, and humanitarian education much more than did the older respondents. The next row shows that the older respondents favored the traditional practical courses. The complaints about salaries, taxes, etc. were also concentrated in the older respondents. The other categories showed no such clear age patterns.

The data in these three tables are also shown in Figures 1 through 7, where the presentation has been rearranged to show, for each comment group, the way the various demographic groups responded.

Because of this goal grouping, it was possible to compare a commenter's goal group with his comment group, and these comparisons are shown in Tables 16 and 17 and in Figures 8 through 14. Table 16 shows the percent response, and Table 17 shows the extent to which the members of each comment group are over or under represented in each goal group. Thus, the first row of Table 17 shows that the commenters whose remarks were classified as favoring modern, relevant, and humanitarian education fell 21% above average into the goal group "Humanitarian". These same commenters found the goals in the Science and Math group 21% less appealing than the average respondent.

The commenters who favored practical, basic education found the goal groups Science and Math (+13%), and Language Arts (+16%) most appealing; but they were less interested in the goals of Humanism (-12%), Family, Health and Career (-16%); and The Arts (-31%).

The people whose comments favored more vocational, physical, sex, and drug education found most of the goals about equally appealing, except the Family, Health and Career group, on which they were 23% above average.

The respondents who had complaints about salaries, taxes, etc., were higher than average on Science and Math goals (+28%) and on artistic goals (+14%). They were slightly low (-10%) on the Humanism goal group.

The commenters who had generally positive attitudes were average on all goal groups but one; they were 23% above average on the Family, Health and Career goals.

These data are also shown in Figures 8 through 14.

TABLE 10

EMPIRICAL GROUPING OF COMMENTERS - BY SEX

(Percentage of Commenters)

COMMENT GROUP*	SEX		GROUP TOTALS	
	MALE	FEMALE	PERCENT	NUMBER*
Modern, relevant, and humanitarian education	38.1	61.9	100.0	1321
Practical, basic, and traditional education	42.6	57.4	100.0	999
More vocational, physical, sex, and drug education	45.0	55.0	100.0	696
Complaints on salaries, taxes, questionnaire, etc.	50.3	49.7	100.0	503
General comments	41.0	59.0	100.0	422
Comments on teachers, class size, and facilities	41.3	58.7	100.0	281
Positive attitude comments	26.8	73.2	100.0	149
Percent of total commenters	41.1	58.9	100.0	3092*

*The total number of commenters is not the sum of the commenters from each of the empirical groups, because some commenters were assigned to more than one comment group.

TABLE 11

RELATIVE EMPHASIS ON COMMENT GROUPS

(Percent Above and Below Average*)

COMMENT GROUP	SEX			
	Male		Female	
	Above	*Below*	Above	*Below*
Modern, relevant, and humanitarian education		*7*	5	
Practical, basic, and traditional education	4			*2*
More vocational, physical, sex, and drug education	10			*7*
Complaints on salaries, taxes, questionnaire, etc.	22			*16*
General comments	0	*0*	0	*0*
Comments on teachers, class size, and facilities	1		0	*0*
Positive attitude comments		*35*	24	

*For each comment group, the entries show, in percent, whether more of fewer respondents (of each sex) emphasized that comment group.

TABLE 12

EMPIRICAL GROUPING OF COMMENTERS - BY RELATION TO EDUCATION

(Percentage of Commenters)

COMMENT GROUP*	RELATION TO EDUCATION					GROUP TOTALS	
	STUDENT	TEACHER	ADMIN.	PARENT	OTHER	PERCENT	NUMBER*
Modern, relevant, and humanitarian education	26.8	21.5	7.0	40.4	4.3	100.0	1320
Practical, basic, and traditional education	13.3	21.9	6.9	51.6	6.3	100.0	999
More vocational, physical, sex, and drug education	22.8	24.4	8.4	39.4	5.0	100.0	701
Complaints on salaries, taxes, questionnaire, etc.	18.3	24.4	9.6	41.7	5.9	100.0	508
General comments	26.6	16.0	6.0	47.0	4.4	100.0	432
Comments on teachers, class size, and facilities	18.7	14.9	3.8	57.4	5.2	100.0	289
Positive attitude comments	30.9	25.5	7.4	30.9	5.4	100.0	149
Percent of total commenters	22.9	20.5	6.7	44.8	5.1	100.0	3117*

*The total number of commenters is not the sum of the commenters from each of the empirical groups because some commenters were assigned to more than one comment group.

TABLE 13

RELATIVE EMPHASIS ON COMMENT GROUPS

(Percent Above and Below Average*)

COMMENT GROUP	RELATION TO EDUCATION							
	Student		Teacher		Admin.		Parent	
	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*
Modern, relevant, and humanitarian education	17		5		4			*10*
Practical, basic, and traditional education		*42*	7		3		15	
More vocational, physical, sex, and drug education	0	*0*	19		25			*12*
Complaints on salaries, taxes, questionnaire, etc.		*20*	19		43			*7*
General comments	16			*22*		*10*	5	
Comments on teachers, class size, and facilities		*18*		*27*		*43*	28	
Positive attitude comments	35		24		10			*31*

*For each comment group, the entries show, in percent, whether more or fewer commenters (with a particular relation to education) emphasized that comment group.

TABLE 14

EMPIRICAL GROUPING OF COMMENTERS - BY AGE

(Percentage of Commenters)

COMMENT GROUP*	AGE				GROUP TOTALS	
	18 or UNDER	19-34	35-49	50-64	PERCENT	NUMBER*
Modern, relevant, and humanitarian education	26.1	19.2	42.9	10.8	100.0	1330
Practical, basic, and traditional education	12.3	15.7	55.4	15.0	100.0	1010
More vocational, physical, sex, and drug education	21.9	16.1	48.7	12.9	100.0	700
Complaints on salaries, taxes, questionnaire, etc.	17.0	12.5	55.1	13.4	100.0	506
General comments	26.6	14.5	47.1	10.5	100.0	429
Comments on teachers, class size, and facilities	17.8	12.5	57.1	11.1	100.0	287
Positive attitude comments	29.5	20.8	30.2	16.1	100.0	149
Percent of total respondents	22.4	16.7	47.8	11.9	100.0	3138*

*The total number of commenters is not the sum of the commenters from each of the empirical groups because some commenters were assigned to more than one comment group.

TABLE 15

RELATIVE EMPHASIS ON COMMENT GROUPS

(Percent Above and Below Average*)

COMMENT GROUP	AGE							
	18 or Under		19-34		35-49		50-64	
	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*
Modern, relevant, and humanitarian education	17		15			*10*		*9*
Practical, basic, and traditional education		*45*		*6*	16		26	
More vocational, physical, sex, and drug education		*2*		*4*	2		8	
Complaints on salaries, taxes, questionnaire, etc.		*24*		*25*	15		13	
General comments	19			*13*		*1*		*12*
Comments on teachers, class size, and facilities		*21*		*25*	19			*7*
Positive attitude comments	32		25			*37*	35	

*For each comment group, the entries show, in percent, whether more or fewer commenters (of a particular age) emphasized that comment group.

TABLE 16

EMPIRICAL GROUPING OF COMMENTERS - BY EMPIRICAL GOAL GROUP MEMBERSHIP

(Percentage of Commenters)

COMMENT GROUP	GOAL GROUPS: HUMANISM	LANGUAGE ARTS	CITIZEN-SHIP	SCIENCE AND MATH	FAMILY, HEALTH AND CAREER	THE ARTS	GROUP TOTALS: PERCENT	NUMBER*
Modern, relevant, and humanitarian education	37.3	18.5	19.7	12.2	8.1	4.2	100.0	1872
Practical, basic, and traditional education	27.3	22.9	21.4	17.5	8.0	2.9	100.0	1434
More vocational, physical, sex, and drug education	31.8	17.8	19.3	15.1	11.7	4.3	100.0	978
Complaints on salaries, taxes, questionnaire, etc.	27.7	18.9	19.6	19.8	9.1	4.8	100.0	746
General comments	28.5	19.2	19.3	16.6	11.3	5.1	100.0	628
Comments on teachers, class size, and facilities	28.8	18.0	22.7	16.2	10.3	4.0	100.0	427
Positive attitude comments	30.0	20.2	19.3	14.8	11.7	4.0	100.0	232
Percent of total commenters	30.9	19.7	20.1	15.5	9.5	4.2	100.0	4463*

*Some commenters were assigned to more than one goal group and more than one comment group.

TABLE 17

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

(Percent Above and Below Average*)

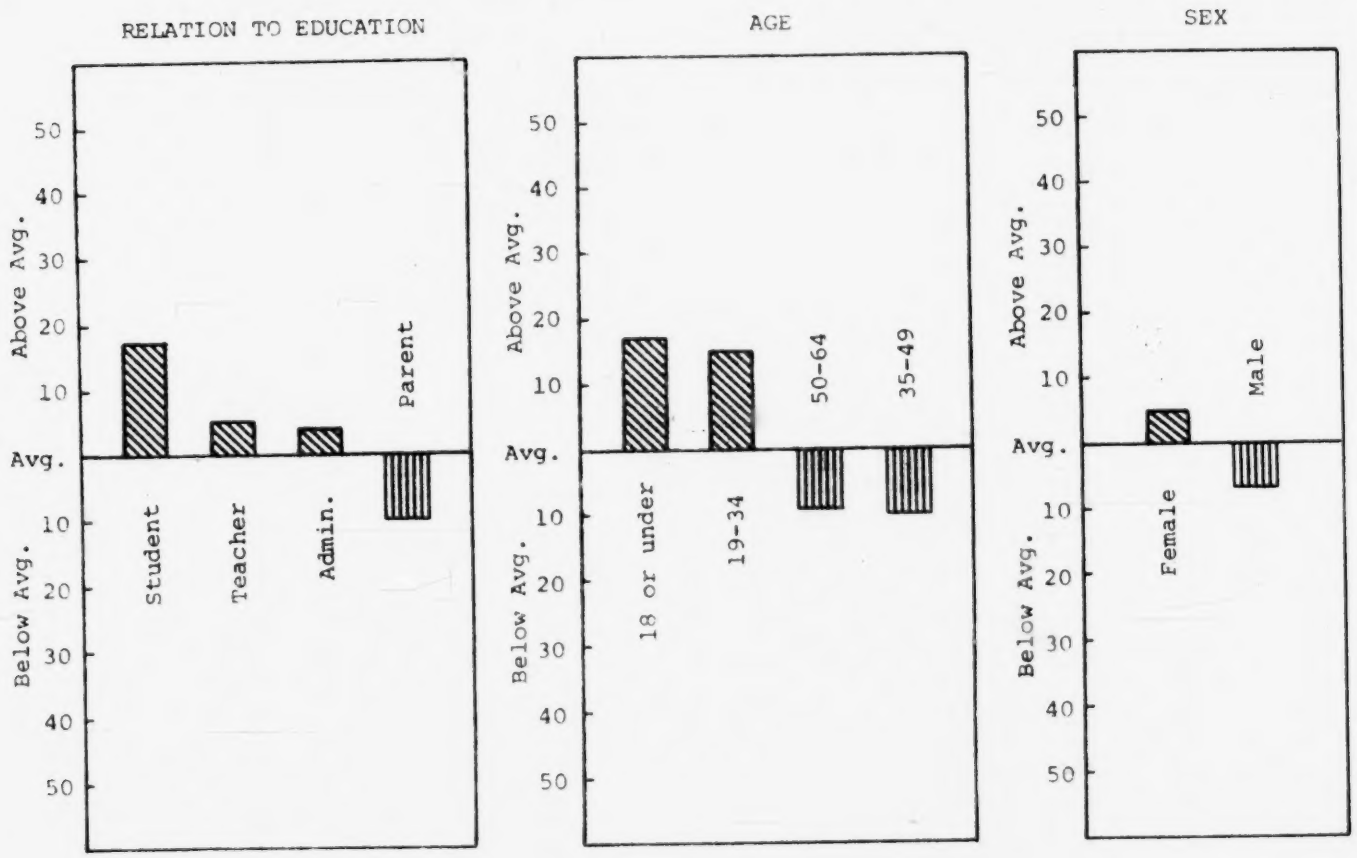
COMMENT GROUP	GOAL GROUPS											
	HUMANISM		LANGUAGE ARTS		CITIZENSHIP		SCIENCE AND MATH		FAMILY, HEALTH AND CAREER		THE ARTS	
	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*	Above	*Below*
Modern, relevant, and humanitarian education	21			*6*		*2*		*21*		*15*	0	*0*
Practical, basic, and traditional education		*12*	16		6		13			*16*		*31*
More vocational, physical, sex, and drug education	3			*10*		*4*		*3*	23		2	
Complaints on salaries, taxes, questionnaire, etc.		*10*		*4*		*2*	28			*4*	14	
General comments		*8*		*2*		*4*	7		19		21	
Comments on teachers, class size, and facilities		*7*		*9*	13		4		8			5
Positive attitude comments		*3*	2			*4*		*4*	23			5

*For each comment group, the entries show, in percent, whether more or fewer commenters (in a particular goal group) emphasized that comment group.

FIGURE 1

RESPONDENT EMPHASIS ON COMMENT GROUPS

MODERN, RELEVANT, AND HUMANITARIAN EDUCATION



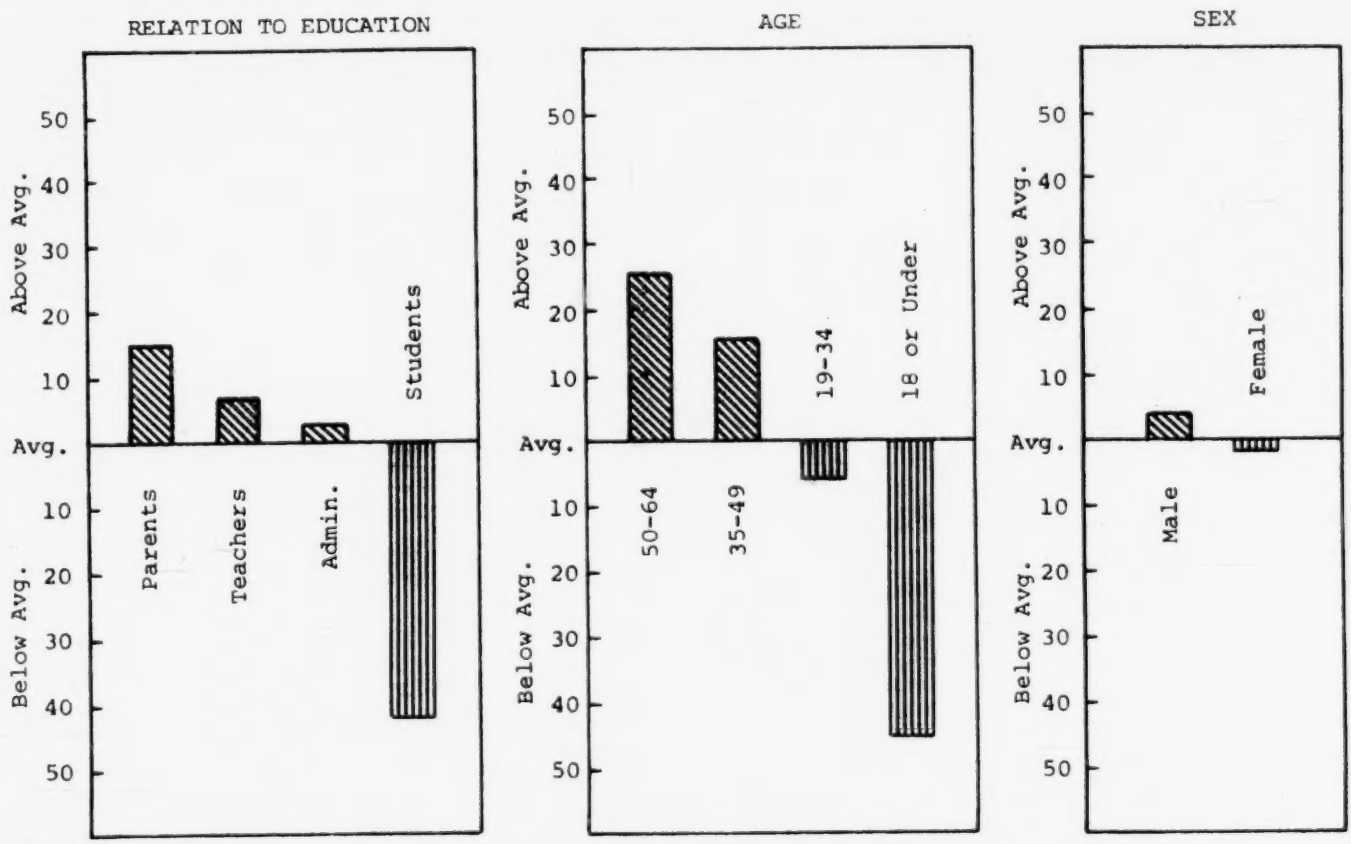
SUMMARY

The most interesting differences occur in the age categories, where the younger respondents (ages 34 or under) commented more concerning modern, relevant, and humanitarian education, and the older respondents (ages 35 or over) commented less. Students, teachers, and administrators had proportionately more comments in this group than parents. With regard to sex, females commented more often than males.

FIGURE 2

RESPONDENT EMPHASIS ON COMMENT GROUPS

PRACTICAL, BASIC, AND TRADITIONAL EDUCATION



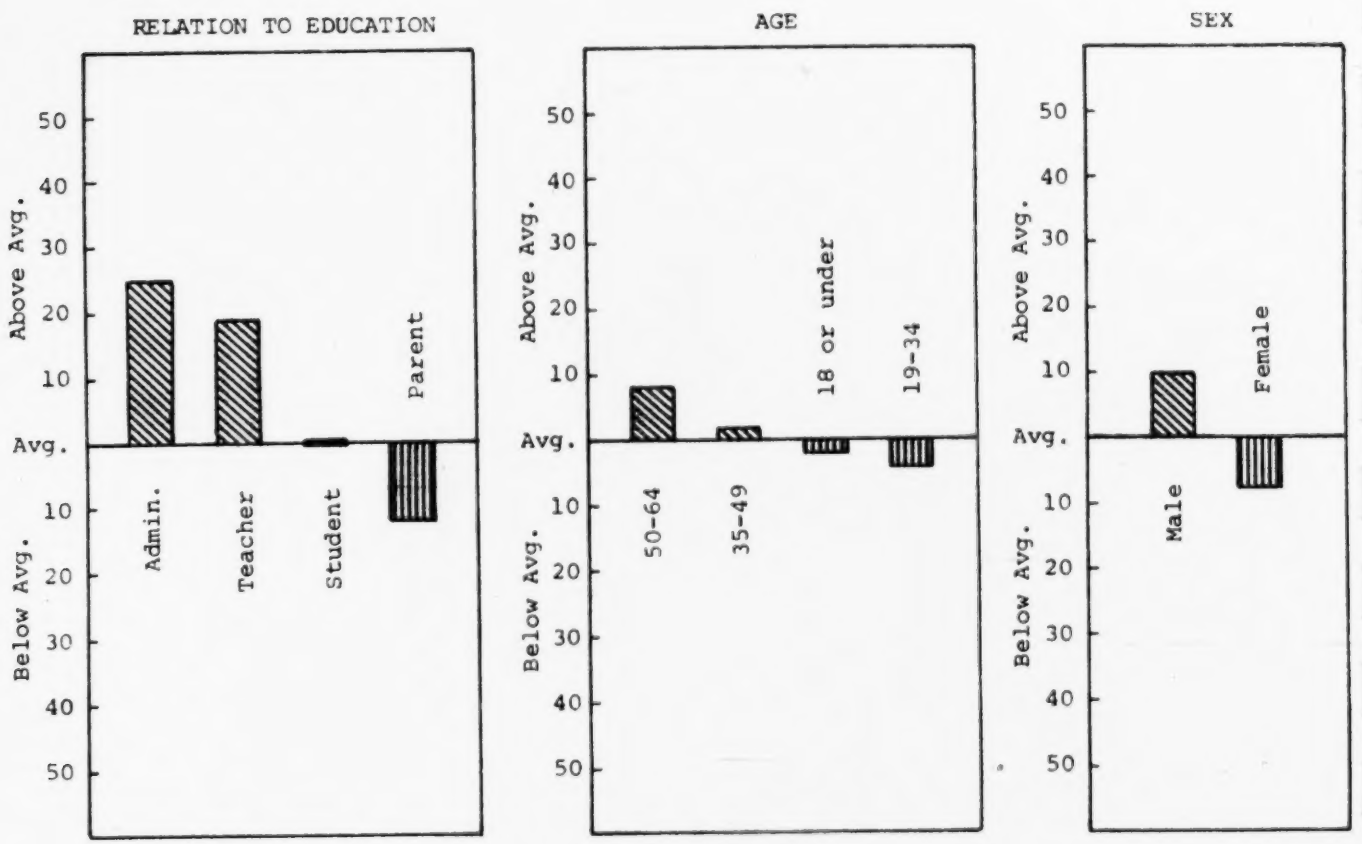
SUMMARY

Parents and students differed greatly in this comment group with students making markedly fewer comments favoring practical, basic, and traditional education. The older respondents (age 35 or over) made many more such comments than the younger respondents (35 or under). Males, however, were only slightly higher than females.

FIGURE 3

RESPONDENT EMPHASIS ON COMMENT GROUPS

MORE VOCATIONAL, PHYSICAL, SEX, AND DRUG EDUCATION



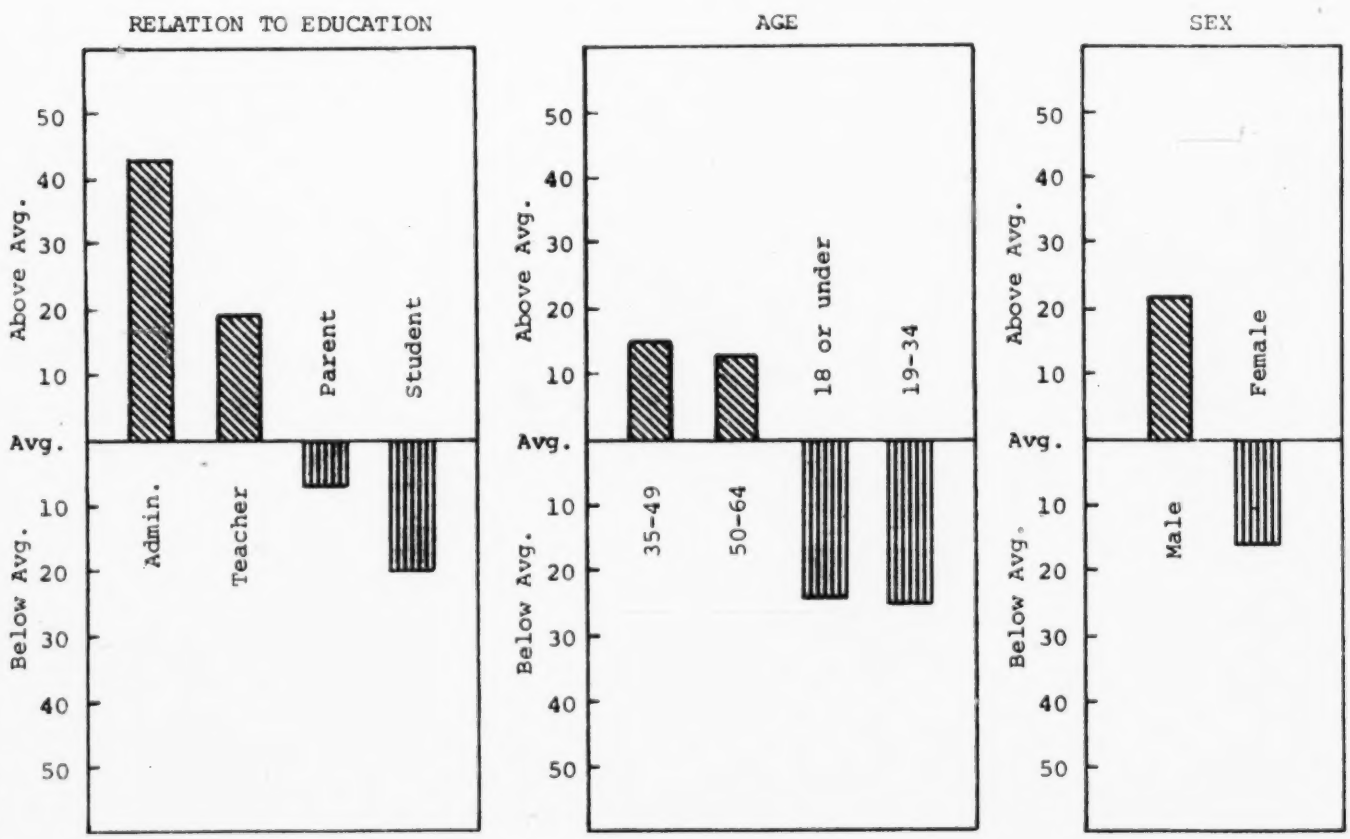
SUMMARY

Administrators, teachers, and males made proportionately more comments concerning vocational, physical, sex, and drug education, while parents and females made proportionately fewer comments. The age categories showed only small differences with the older respondents making only slightly more comments proportionately than the younger respondents.

FIGURE 4

RESPONDENT EMPHASIS ON COMMENT GROUPS

COMPLAINTS ON SALARIES, TAXES, QUESTIONNAIRE, ETC.



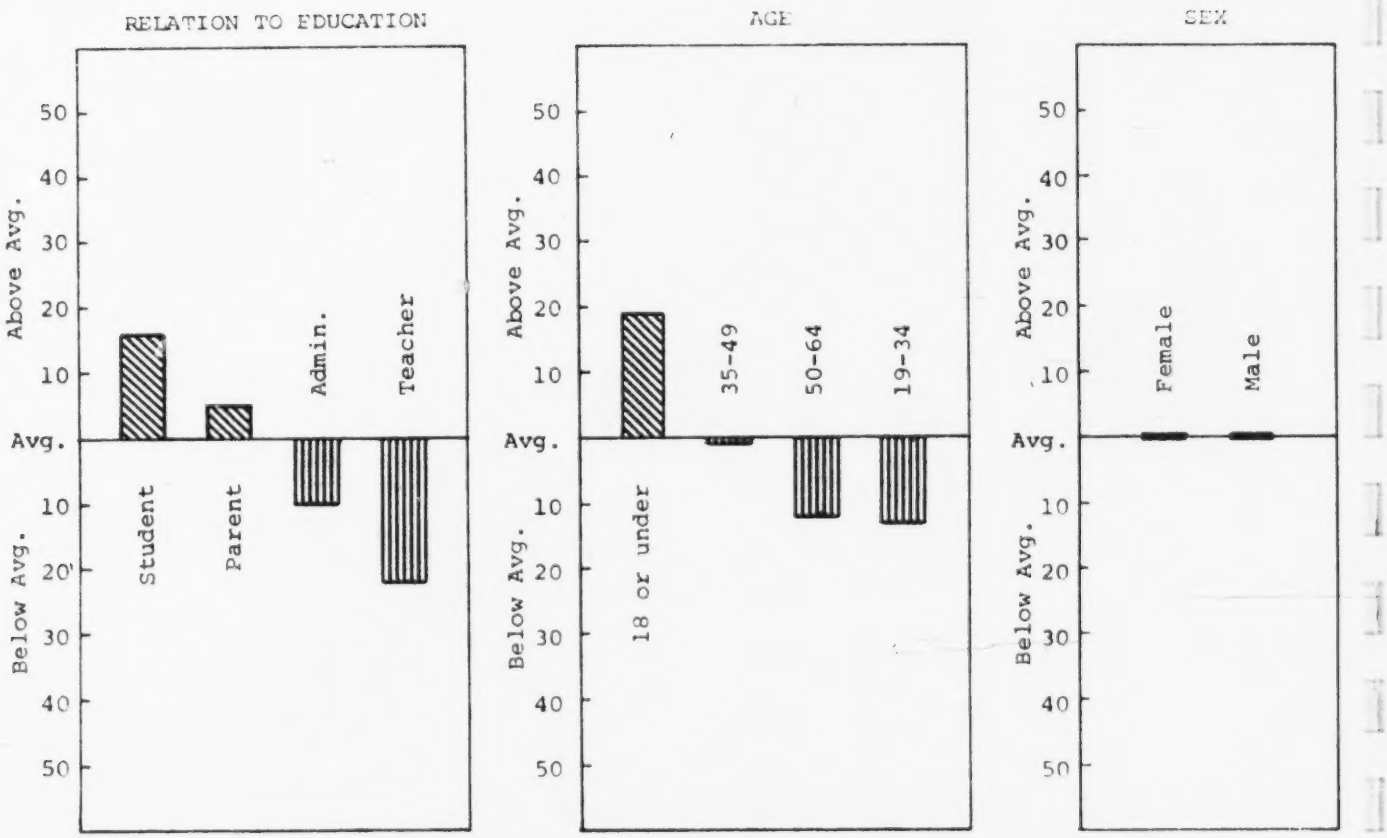
SUMMARY

As in many of the other comment groups, the older respondents differed substantially from the younger respondents - the former having a proportionately greater number of comments than the latter. Administrators and teachers were over-represented on complaints about salaries, taxes, and the goal questionnaire, while parents and students were under-represented. On the basis of sex, males made more of these types of complaints than females.

FIGURE 5

RESPONDENT EMPHASIS ON COMMENT GROUPS

GENERAL COMMENTS



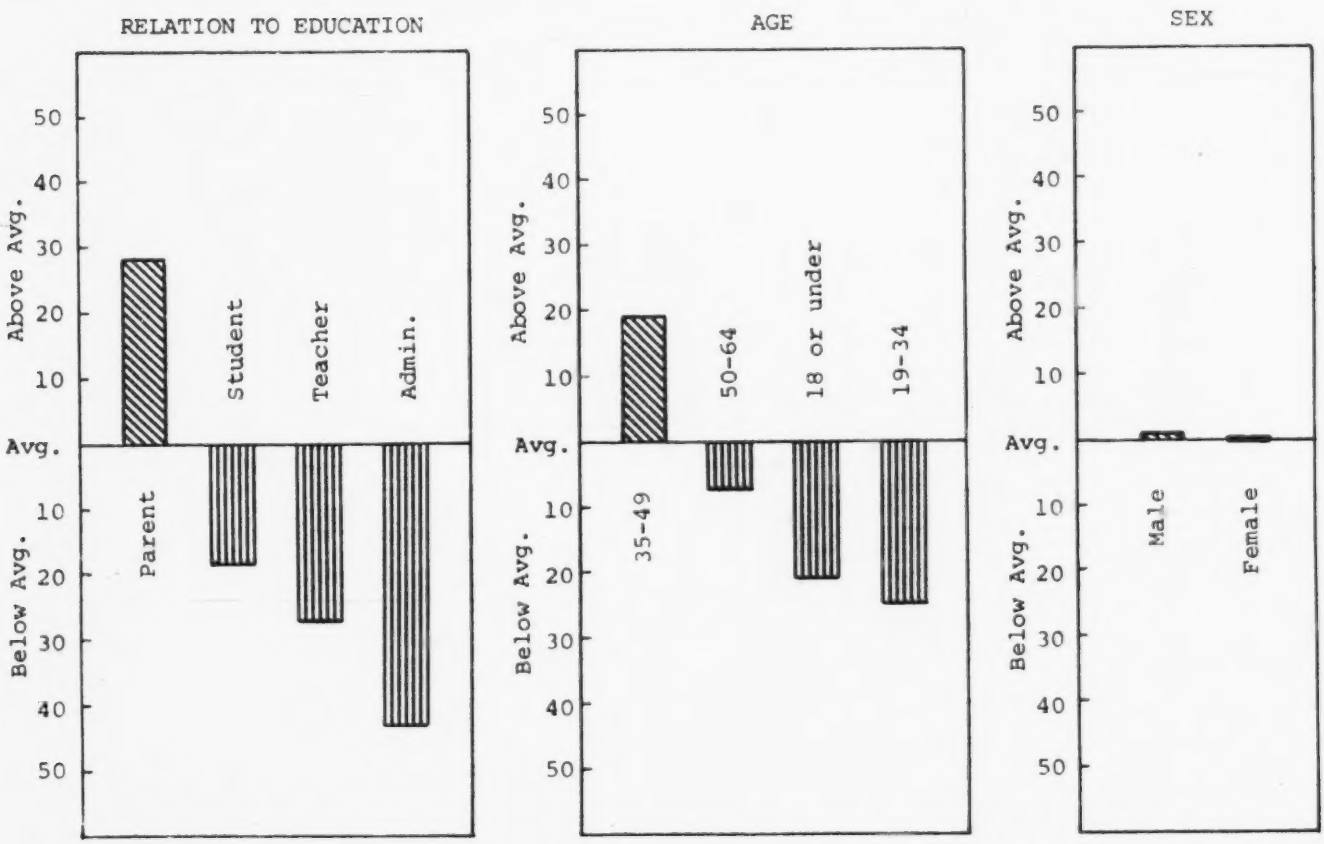
SUMMARY

Students, parents, and people eighteen or under made more than an average number of general comments. Administrators, teachers, and people nineteen years or over commented below average. There were no sex differences.

FIGURE 6

RESPONDENT EMPHASIS ON COMMENT GROUPS

COMMENTS ON TEACHERS, CLASS SIZE, AND FACILITIES



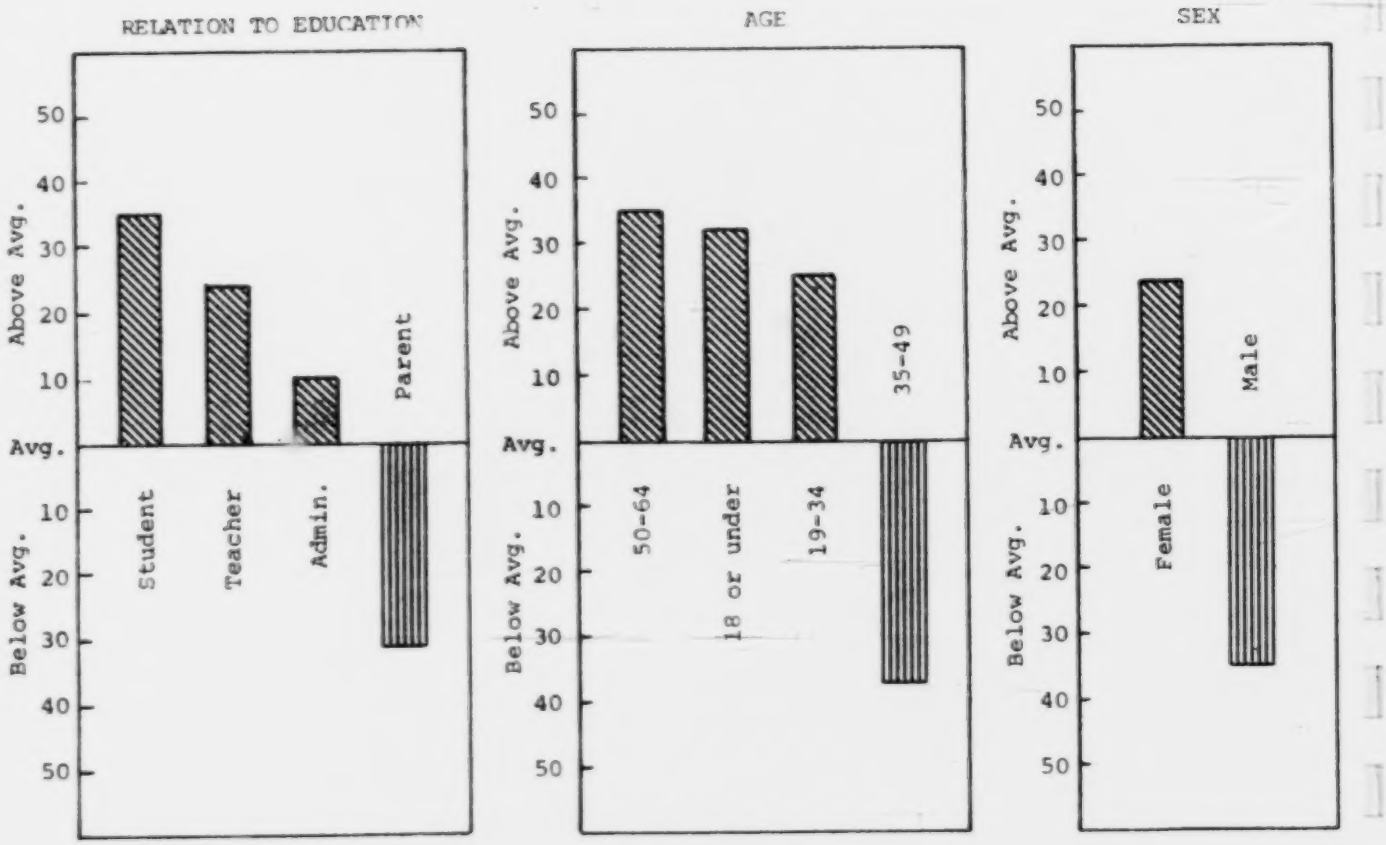
SUMMARY

Parents were substantially above average in commenting concerning teachers, class size, and facilities. In contrast, administrators, teachers, and students were far below average. The age category consisting of those people from thirty-five to forty-nine commented more often than the other age categories. There were no sex differences.

FIGURE 7

RESPONDENT EMPHASIS ON COMMENT GROUPS

POSITIVE ATTITUDE COMMENTS



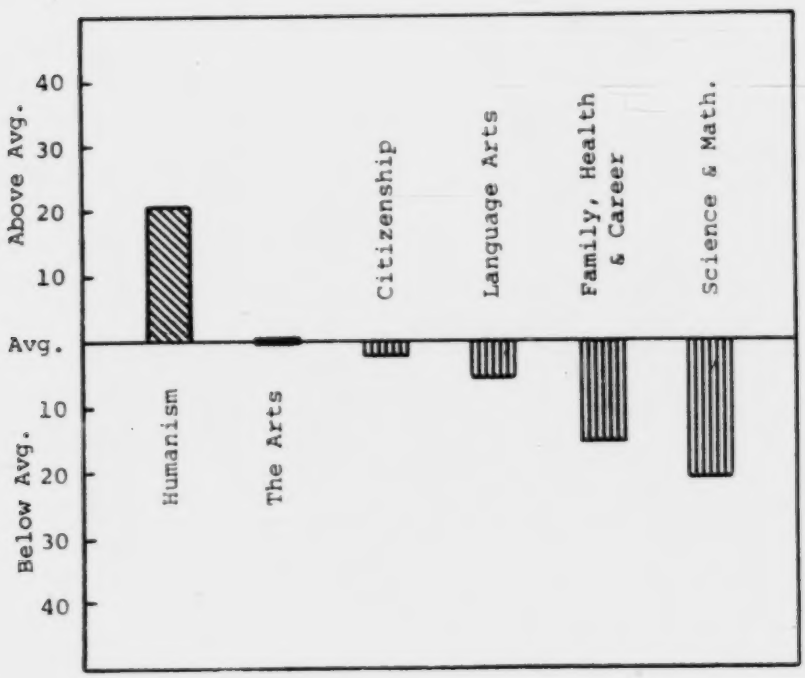
SUMMARY

This comment group showed the largest differences between respondents. Students were significantly above average in their proportion of positive comments while parents were significantly below average. Teachers and administrators were also high. The only age category with a below average comment rate were those respondents between thirty-five and forty-nine. Females made proportionately more positive attitude comments than males.

FIGURE 8

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

MODERN, RELEVANT, AND HUMANITARIAN EDUCATION



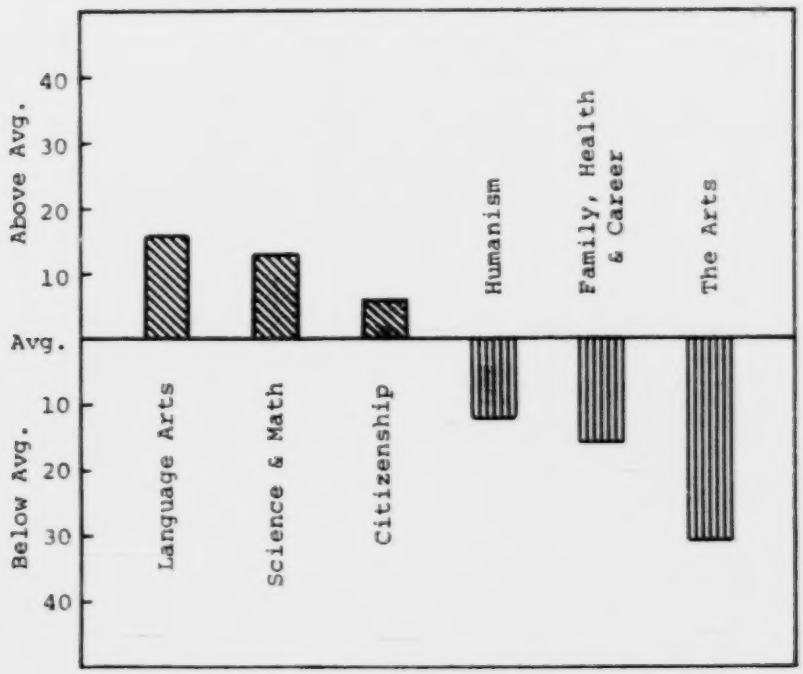
SUMMARY

Respondents favoring modern, relevant, and humanitarian education also found the humanistic goals most appealing. They found, however, the goals in both the Science and Math and the Family, Health and Career goal groups least appealing.

FIGURE 9

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

PRACTICAL, BASIC AND TRADITIONAL EDUCATION



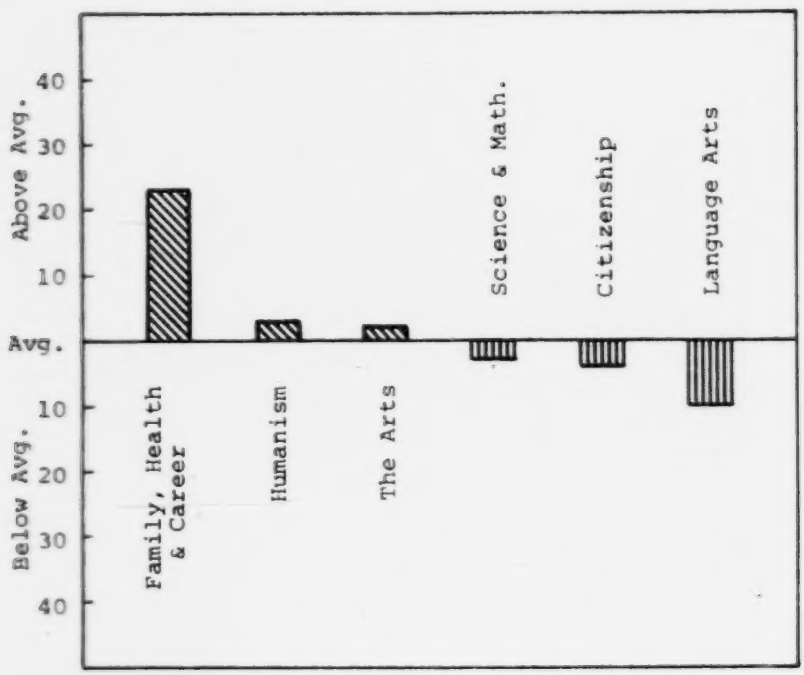
SUMMARY

Respondents who commented concerning practical, basic, and traditional education considered the goals from the Language Arts, Science and Math, and Citizenship goal groups to be more important than those goals from the Humanism, the Family, Health and Career, and The Arts goal groups.

FIGURE 10

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

MORE VOCATIONAL, PHYSICAL, SEX, AND DRUG EDUCATION



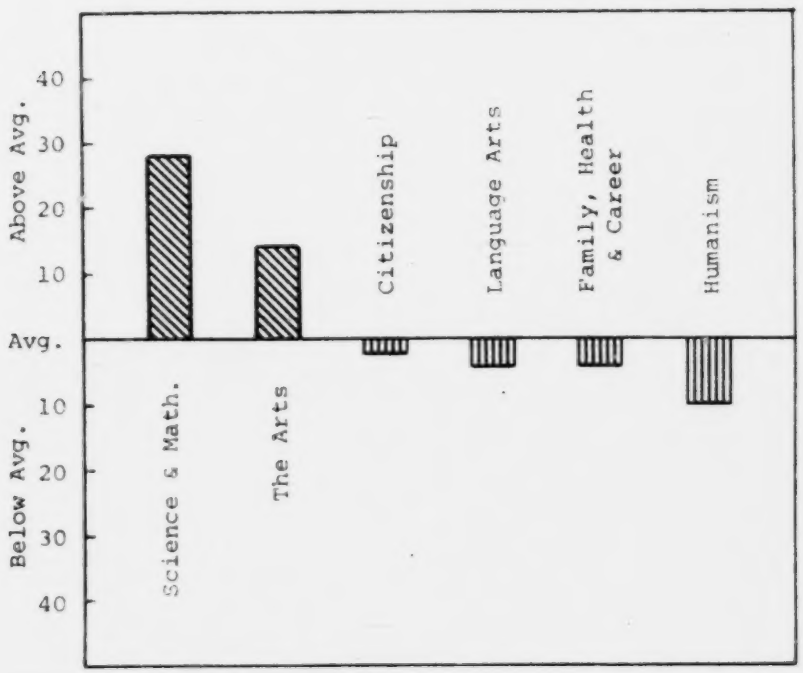
SUMMARY

For this comment group, only the membership from two of the goal groups showed significant differences in their appeal. The goals from the Family, Health and Career group were considered more appealing than those from the Language Arts goal group.

FIGURE 11

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

COMPLAINTS ON SALARIES, TAXES, QUESTIONNAIRES, ETC.



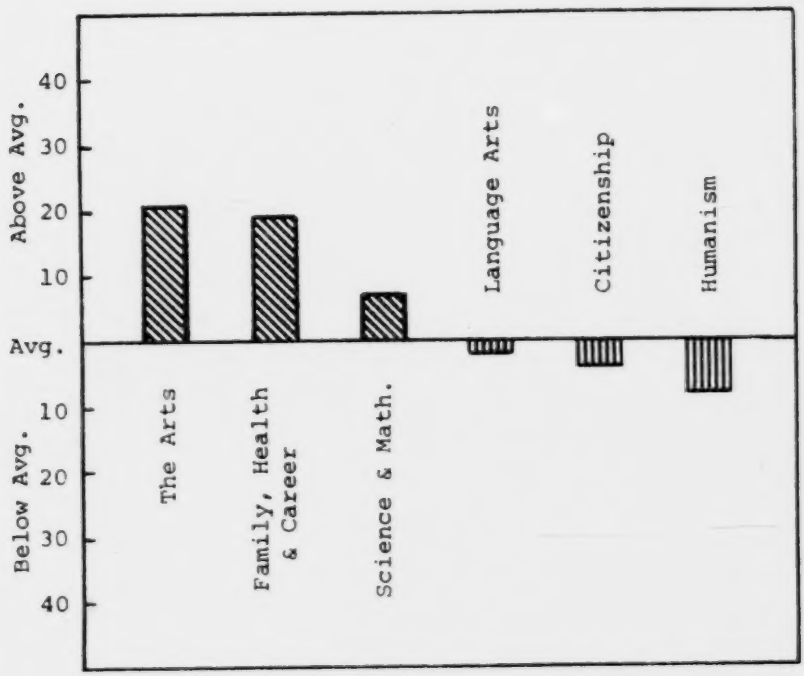
SUMMARY

Respondents who made complaints concerning salaries, taxes, and the total questionnaire considered the goals from both the Science and Math and The Arts goal groups more important than the humanistic goals. The goals from the remaining goal groups were only slightly below average in their appeal to these respondents.

FIGURE 12

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

GENERAL COMMENTS



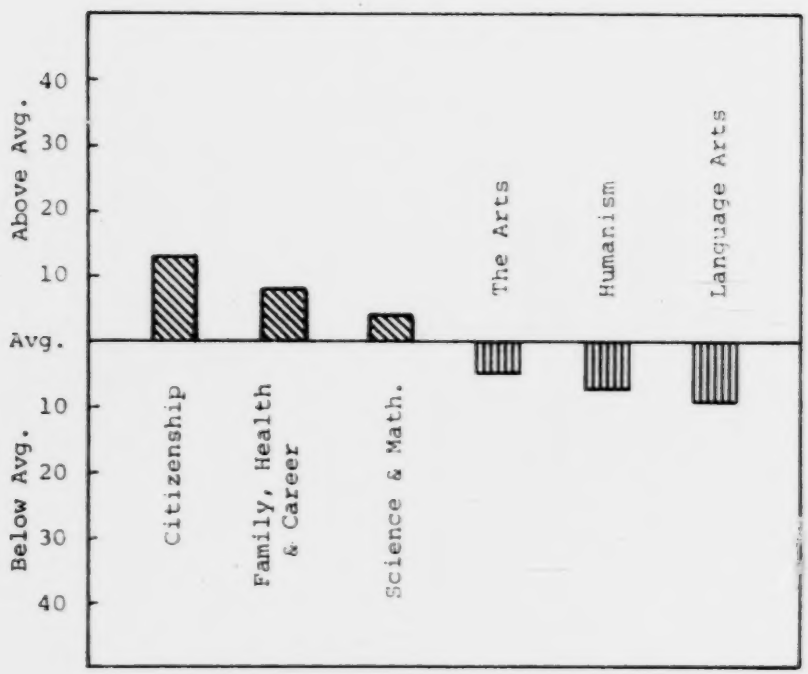
SUMMARY

Persons who made general comments found most important the goals from three of the groups: The Arts; Family, Health and Career; and Science and Math. The humanistic and citizenship goals were considered less important by these respondents.

FIGURE 13

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

COMMENTS ON TEACHERS, CLASS SIZE, AND FACILITIES



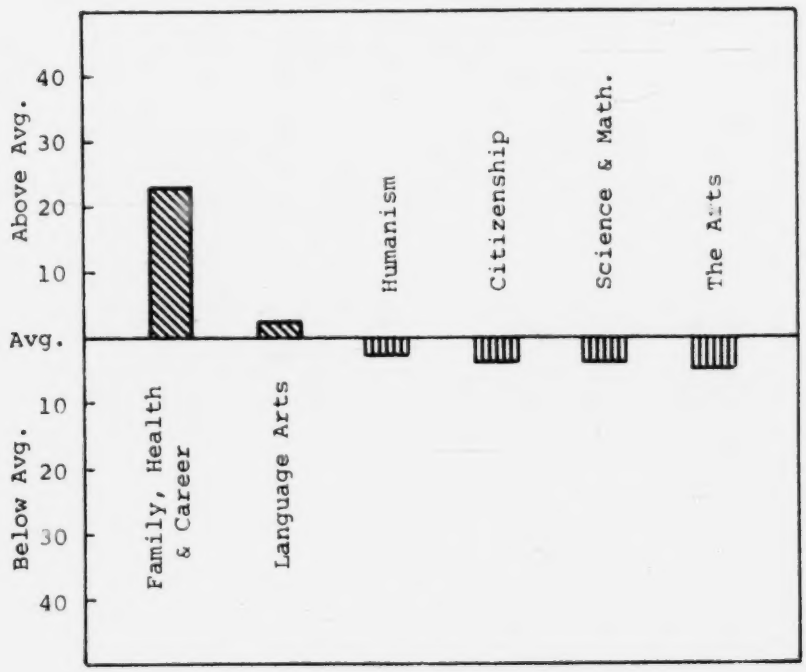
SUMMARY

Respondents who commented about teachers, class size, and facilities found the goals from the Citizenship; the Family, Health and Career; and the Science and Math goal groups to be most appealing. They were less favorable towards the goals from the Language Arts, the Humanism, and The Arts goal groups.

FIGURE 14

RELATIVE EMPHASIS ON COMMENT GROUPS BY EMPIRICAL GOAL GROUP MEMBERSHIP

POSITIVE ATTITUDE COMMENTS



SUMMARY

Persons who made positive comments found the goals from the Family, Health and Career goal group substantially more appealing. These respondents were not very different in their outlook towards the remaining goals.

SECTION V. SAMPLE COMMENTS

In this section, examples of comments from each of the original fifty-five comment categories are presented verbatim with the exception that specific references to individuals, schools, and towns have been deleted. In order to retain as much of the style and feeling of the original, mostly handwritten, comments, the grammar, spelling, punctuation, and emphasis (underlining and capitalization) shown, are those of the commenters. They are presented in the order listed in Table 2. An explanation of this table and its codes can be found in Section II.

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.01	4	270	Education should be modern and relevant. This category encompassed those comments which made reference to use of modern teaching methods and concepts or which asked that students be taught about their environment, environmental problems, social problems, or general recommendations for classes on modern world and political situations.

Example: *"It is my opinion that schools stress history to a great degree whereas the children should be taught for today & the problems of today."*

Example: *"'Adapt and adjust to living in a democratic society'. In this fast changing technological society of today, the student should be prepared and educated to the need for flexibility in outlook and job potential."*

Example: *"In a world where we see more and more change and social problems, we must also effect some subtle change in our educational system. Education, to this point, has dealt only with developing basic skills. The time has come, however, to change the system that teaches the student only to add, subtract, and multiply. We must now teach the student of the problems of today. This may include social problems as well as governmental problems. If we can point out to the student the mistakes that have affected history in the past few years, as well as teaching him about the other ideologies of the world today, possibly, when it comes time for his generation to run the world, he will avoid the mistakes of today."*

Example: *"Teach students to survive in todays' world by understanding the aspects of government----<u>town</u>, <u>state</u>, & <u>federal</u>. Help them to be capable of coping with---getting involved in politics. This is most important if we are to ever eliminate the corruption & credibility gap so very evident in our government today, much due to the lack of knowledge in early education. With understanding & encouragement, young people will surely be more interested in participation. Eliminate some of the history courses and start teaching more of today's world and how we can help humanity. Much apathy is due to lack of education."*

Example: *"Meaningful requirements in Math/ English/ History and Science which have true living value and are not just done for the greater good with no meaning to any one but the teacher."*

Example: *"I'm interested in things that will help us students come to understand our world better and how to cope with its many terrifying problems, also to give us a good chance to get a good job and become a productive citizen.*
Thank you for letting us help you."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.01	10	202	Schools should take more time to develop the self potential of students. Effort should be made to discover and develop hidden talents in students and they should be allowed to pursue avenues of learning in which they demonstrate unique ability.

Example: *"Each student should learn to achieve excellence complete projects after they are begun and to do the very best possible work he can rather than just get by."*

Example: *"Each student will be given as much exposure as possible to as many subjects, languages and art mediums as the school is able to offer."*

Example: *"I am still old fashioned enough to believe that the 3 R's are the most important & should be taught by well trained & qualified teachers who can recognize a child's abilities & talents & helps to develop & guide them."*

Example: *"The school system has the basic requirement of providing those skills necessary to function in a society. This means building skills which will equip each student to function as a productive human being."*

Example: *"Each student be given the freedom to learn those things in which he has an interest."*

Example: *"Every child has the ability to achieve in some way, no matter how minute, and these children should have educational programs geared to insure them a better chance to achieve at their own learning level."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.01	11	200	Children should be taught to respect others.

Example: *"The basic concept of all education should be the fullest appreciation and application of the philosophy of the word 'respect'."*

Example: *"I think one of the most essential elements to be gained in education is the ability to get along with others. Together with this must be coupled respect for the other's abilities and differences as well as a realistic appraisal of one's self."*

Example: *"The curriculum design should deal with process and how the students behavior affects other students and adults.....The students, through the schools, must be given the chance to learn how to get along with one another."*

Example: *"If individuals have certain rights, so do all other people. It is not a 'one-way street' whereby your rights are recognized and allowed, but nobody else's."*

Example: *"Human rights, respect for rights of others."*

Example: *"Respect for fellow man & self."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.01	13	179	Children should be taught self respect and should be encouraged to develop a good self-image.

Example: *"Most important and the <u>first</u> goal: Each student must develop a positive image of himself, his own worth, value--self-respect and self-confidence are vital to his own progress success and his relation to other individuals and to society."*

Example: *"A sense of <u>personal</u> responsibility for what one does with his life. We cannot continue blaming our failures, our inadequacies, our unresolved problems on our parents, teachers, and siblings. We must eliminate the idea that the world <u>owes</u> anybody anything."*

Example: *"Develop self-image and understanding of oneself."*

Example: *"Teach how to understand and appreciate themselves."*

Example: *"Students should understand the social, emotional, physical self in order to functionally develop the intellectual self."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.01	22	97	Schools should teach humanist values which include the concepts of universal brotherhood, racial equality, concern for the welfare of others, intellectual freedom, and the paramount importance of the freedom of the individual.

Example: *"We should assist students in becoming emotionally and socially mature; guide them in making responsible decisions; ensure that they are competent in the basic intellectual skills (reading, writing, computing, etc.); impart a desire for more knowledge & develop skills for obtaining & evaluating the information so that students can contribute to a goal of coexistence of all living things in peace, human dignity and self-fulfillment."*

Example: *"The basic core of education is humaness - all else should relate to developing this basic skill."*

Example: *"For me, it is a basic assumption that all schools will teach children reading, writing & arithmetic. Beyond that, education should provide understanding of the past, optimism for the future & a strong sense of each individual's possibilities for contribution to the world as he finds it. Ideally, family life gives security & a sense of each child's value. Education should encourage 'others-directedness', an open mind & a spirit of giving to others. It should also instill a feeling of one's obligation to give according to his own gifts; the ability to cherish differences among people, thoughts & life-styles, & a strong commitment to a life in search always of the greatest personal fulfillment."*

Example: *"I feel that if the very young are so exposed to sharing their feelings to a interested adult on a day-to-day basis - as a normal rather than a 'special' situation, this will be, hopefully, a means of developing their free & easy expression of their feelings & ideas to their fellow students & making their needs & feelings known to adults."*

Example: *"All of the goals mentioned are valid - but I believe the most important ones are that learning is a life long continuing process of development; self responsibility & respect of the rights & freedom of all individuals - these are basic. The human quality & relationship is all too often missing in the Educational system. I don't feel that facts & figures are as relevent as feelings & understanding of the concept of a time in history; a literary period etc -"*

Example: *"I believe there should be more emphasis made on the cultural aspects of world civilizations, with a stress on the brotherhood of mankind. I believe there is too much money, time and effort being directed toward sports!"*

Example: *"Important: Not specifics (i.e.: Math, science, Eng., etc.) but an understanding of fellow-man & the need for individuality & the necessity of working together."*

Example: *"Also we have to teach them more effective ways to better communicate with each other & also with people different than ourselves (ethnically & race). They will also have to be taught to be aware of the interrelationships & interdependence of peoples both in this country & throughout the world. To sum up: - our people will have to be educated to be aware & alert in this environment & to pursue a course of action to make it better & more peaceful, for all future generations."*

Example: *"The most important thing for public schools to teach is how to be a human being - The 3R's, skills, career education, even the arts are all secondary to this. Only if people care about each other & the world around them, will we be able to build a better world. The necessary skills & training are easily learned compared to this."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.05	12	185	There should be more programs geared to the ability of the student. People in this category disliked having grades in the schools set at a predetermined level or the teaching set at a certain pace with no flexibility in the classroom. Non-graded or "transactional" classes were suggested by a number of respondents and the general feeling of this group was that a child should not be held back in some areas if he does poorly in others.

Example: *"Education should be adapted to the individual mentality, interest, ability, and needs of each student. Too many square pegs are being forced into round holes."*

Example: *"We have just moved to . . . . from . . . . The school systems seem to be very different. All of my children have been in transactional classes (non-grade), I truley believe all schools should have these classes. I feel there would be less drop outs. The classes are more interesting for the child. They try harder because they are working to their own ability and trying to reach the next level. The high schools as well should have such classes. I feel keeping a child back in school sets them back mentally as well as physically. Repeating a grade is repeating everything. A child may also become bored in the subjects which they did not fail and disrupt the class. Each child should be pushed ahead to the best of their ability. I have one child who repeated a grade. She is now 13 and feels she should have tried harder. But the thought of going into a grade she knew nothing about scared her. non-grade gives each child a preview of things to come and they are prepared."*

Example: *"Children do not learn to walk, talk, dress themselves, etc., at the same age. Why is it they are expected to all learn to read at the age 6, understand fractions at the same age, etc.? This makes no sense and probably loses many children's educational desires at the time they are most interested in learning."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.05	16	158	Schools should have a free curriculum. Free curriculum comments encouraged greater freedom for the student in the selection of his courses; greater freedom in the structure of the classroom; elimination of required courses; and the loosening of rules and regulations in schools.

Example: *"One of the things I would like to see changed are the meaningless rules & regulations surrounding assignments which stifle a child's imagination; e.g. Not being allowed to report on a book he has read unless it has at least 80 pages, even though a thinner book might have much more value. This is the kind of antiquated, absurd attitude of educators in most public schools that makes me wonder if a child shouldn't be educated at home!"*

Example: *"Please do away with report cards. A child should be judged on its own merits--not age groups. Open, progressive class rooms will make a child feel complete as a person. He will also express and understand what he wants and should achieve; which in turn makes for a better citizen. A child should understand himself before he can understand any of his neighbors."*

Example: *"I strongly recommend the age old practice of regurgitation of memorized material be replaced by activity in the field of discovery. The classroom has its' place but, let's not restrict all the learning experiences to it."*

Example: *"1) More experiences in group dynamics with open discussions. 2) <u>Independent study</u> (concentrated in an area chosen by the student) should be encouraged for some students who are deeply motivated toward a specialty."*

Example: *"I would like to see our rigid school structure changed to allow for a more individualized approach where <u>learning</u> and <u>not</u> <u>teaching</u> takes place."*

Example: *"Use of the open classroom technique should be increased--- starting in kindergartens to develop self-correction and motivation to explore and grow."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.05	29	70	There should be more special and minority programs in the public schools.

Example: *"...I am aware that even at a Kindergarten level, children from inner city environment are already at a disadvantage as far as their ability to learn. What is needed are more volunteers to give these children love and security in the classroom before they will be able to learn."*

Example: *"We need more special education. Lots more."*

Example: *"The public schools should hire more teachers who are certified to work with all types of handicapped children. Perhaps then the needs of all children will be met!"*

Example: *"Reading specialist are greatly needed not only in the lower grades but in secondary schools as well. Children with learning problems should receive remedial education taught on a small group basis by specialists."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.05	39	49	The present system of grading in the public schools is unfair, causes unnecessary competition and should be made more flexible or eliminated in favor of the pass/fail system.

Example: *"Grades should be eliminated and a child should progress at his or her own rate."*

Example: *"As a college student I feel that my past education hasn't help me at all. I feel that there should be a no-grade system where a student is free to learn and not forced to memorize in order to get a passing grade."*

Example: *"As a tenth grade student in the state of Connecticut, I am not satisfied. Too much emphasis is put on an A, B, C, D, or E rating instead of all around understanding of something."*

Example: *"Grading presents false value to students and sets up a false social order of intellects. The better students, grouped together, verses the average student. All the high under achievers are lost because no one can be an underachiever he can only do as best as he can, no comparison to anyone else or a national average is applicable."*

Example: *"I think that kids would learn more if there wasn't a grade system. I am a good student, although, when I take a test I get so nervous thinking about the grade that I do terrible on the test.*
The school would be better without grades."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.05	53	11	There is too much discipline in the public schools.

Example: *"Teachers should not hit students."*

"Teachers should give us more freedom. There's not enough. They should <u>try</u> to trust us."

Example: *"I think that Public schools put too much emphasis on order and following rules. I think more time should be put on courses that interest you and what you want to learn about. Much of your time in school is spent seeing that you're in the room you should be, that you walk on the right side of the hallway and too many of these little insignificant things that have nothing to do with the value of your education."*

Example: *"Discipline in the classroom should be a thing of the past. This is 1972, it is a now unlawful to physically punish a child. So, I believe discipline should be stifled considerably, and the classroom should be a place to learn, and to enjoy learning."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.07	2	317	Teachers should pay attention to the potential of each student, he should have personal attention and the teacher should not be afraid to have emotional contact with the student. There should be an atmosphere of trust and understanding in the classroom with student and teacher communicating freely and openly. Teaching should be "humanitarian." Counseling should be available and parents should be able to communicate freely with teachers about their children.

Example: *"I believe in order to achieve all the educational goals in students, there first has to be a better relationship between teacher & pupil. Not only in discipline, but trying to understand <u>each</u> student in their goals and try to help the students who do need guidance, especially in the higher grades."*

Example: *"Education must be made more personal - an individual experience for youth."*

Example: *"Education should become more individualized so that each student will be competing with himself and not a peer, encouraging early success and self motivation."*

Example: *"I feel that the atmosphere of schools at especially the high school level must be changed to allow students to feel more like adult, meaningful members of society so they will be able to more easily act maturely. At my school there is such an obvious atmosphere of mistrust between students and adult personnel that one finds it very difficult to relate to teachers or administrators on any kind of friendly basis. This may also be the cause of things such as drug and alcohol abuse - young people are made to feel worthless so they turn to drugs and alcohol. I realize these changes are difficult to make and may take a long time, but I feel they are essential if society is to be truly democratic and peaceful in the future."*

Example: *"As Carl Rogers says In Freedom to Learn:*
'(1) Human beings have a natural potentiality for learning; (2) Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes; (3) Those learning which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum; (4) When threat to self is low, experience can be perceived in differentiated fashion and learning can proceed; (5) Much significant learning is acquired through doing; (6) Learning is facilitated when the student participates responsibly in the learning process; (7) Self-initiated learning which involves the whole person of the learner - feelings as well as intellect - is the most lasting and pervasive; (8) Independence, creativity, and self-reliance are all facilities when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance; (10) The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.'
Public education fails, and your form is an example of its lack of understanding and need to change, because you ignore the individuality of each child. Each child is not going to do any of the things you list and here is your built-in failures. If the goals are unobtainable, the system becomes a farce. You can't teach anyone anything he doesn't want to learn, and there is a question also of whether anything of importance can be taught. Therefore the above emphasis on self-initiated learning and relevance."

Example: *"I feel that the schools are increasingly taking over the main task of parents which is to develop a self-assured, inquiring & responsible citizen before any learning can take place. There seems to be more child development & guidance needed by children who come to school than intellectual stimulation or subject matter materials. Since the future of our democracy depends on the quality of its people I feel the big push in education has to be 'people-building' centered."*

Example: *"Each student shall be treated as an individual with individual talents and weaknesses; all students should be valued equally whether they are academically strong or not."*

Example: *"Each student be given adequate attention by having smaller class rooms if possible and more individual help."*

Example: *"I would like to see our rigid school structure changed to allow for a more individualized approach where learning and not teaching takes place."*

Example: *"I believe there is a definite need for a human relations approach to education and all educators should have some experience in this area."*

Example: *"Teachers should sometimes remember the pupil is a whole person and not just a student of a particular subject. Love, imagination and understanding of pupils by teachers are as important as a Masters."*

Example: *"I personally wish, as a student, that there were some possible way in public education, that more time, care, and attention could be given to students and their education on an individual basis."*

Example: *"As a student, I feel that a more thorough and personal guidance and counseling system would benefit me and the majority of all other students in adjustment to school and the fulfilling of goals."*

Example: *"Each of these is a worthwhile goal but pupils must become more responsible for their own learning and in the process more responsible for evaluating their own progress. More emphasis should be put on the pupil's opinion of what he has gained and less emphasis on what the teacher 'thinks' he has gained."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.07	30	69	Both the school and the parents should teach children values. These commentors felt that the schools and parents should share the responsibility of teaching values to children, with the school re-inforcing values taught by parents.

Example: *"Our family firmly believes that our children should not be raised in an environment that leaves the child's total education to the schools. There are many worthwhile and important goals that should be the family's responsibility. The family should also strive to work as a 'silent partner', so to speak; stressing what is learned in the schools. We firmly believe that only when school and home function jointly and cooperate fully will our children attain the education we desire for them."*

Example: *School education should not take over all home responsibilities but rather teach student in areas that are not covered in home. School education can reinforce certain things learned at home but not take responsibility for children's learning where parents are responsible."*

Example: *"Teachers at all grade levels should continue to add support to principals of ethical & moral behavior. There is an alarming decay in the moral structure of our society from outside forces (movies, TV, etc.) and if our schools and our homes stand united in the good life, our youth can withstand these forces."*

Example: *"Health and family life curriculum should be a responsibility shared with parents. Life styles are changing rapidly; not all people have the same values; some cling tenaciously to the parental right and responsibility for educating children in these areas."*

Example: *"In our complex society it is not enough for schools to just teach the 3R's. They should try at every opportunity to mold and guide these young lives in the right paths. This is also the job of parents but when you think about it you have our children almost more and longer than we do. Children look to schools and teachers as places to learn and people to teach them. Who then is in a better position to mold and prepare these young lives for the world ahead."*

Example: *"It is my opinion that each and every goal proposed is in itself a fine and worthwhile one but not for every student. Also today many objectives are set for schools which cannot be 'taught' but are more often 'caught' from fine upright teachers and a good homelife, such as moral, ethical and spiritual values."*

Example: *"It was very difficult for me to check off the most important goals as I considered all of them important. Perhaps many of them should be emphasized in the home as I do believe learning should be a cooperative endeavor between home and school and we may, as parents, be expecting our public schools to encompass many goals which perhaps are our responsibility either alone or along with our educators."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.12	15	173	The teacher should motivate in the child the desire to learn. The child should love to learn and want knowledge for the mere sake of knowing. The inate curiosity of children should not be dampened and they should be encouraged and motivated to explore new avenues of learning wherever possible.

Example: *"Simply from my own experience, I realize just how influential a teacher can be. An educator taught to stimulate students to discover 'la joie de vivre' and to experience as many good things as they can may be rare, but perhaps the educational system can attempt training teachers to be stimulating. ...(children should) strive to increase their own knowledge, to discover a love of learning as the means by which man can improve himself and his world. 'Learning must be made a joy!'"*

"I feel we have to constantly instill in our students a sense of educating themselves all through their lives. This drive should be to their maximum motivation efforts & maximum abilities."

"Every student should feel a 'climate' in a classroom that encourages and motivates."

"If you can make learning more fun for children, you can perhaps overcome the lack of active interest in their education in the home. As you can see I have terrible handwriting - so do my children. The eldest has conquered hers at the insistance & direction of my husband. I am confident the others will also."

"I think schools should teach kids to get along with people in their community and then the world. I think teachers should be taught how to control classes and how to make classes in-

teresting and enjoyable. So many teachers seem to be teaching only because they need the money, while other teachers make teaching their whole life. These teachers put enthusiasm and fun into a class. You really want to go to their class because you learn something which you can use in the future."

Example: *"I feel very strongly that the motivation of children is sadly lacking in the public school system - possibly even beyond that - to a scandalous degree. How can one hope to awaken a child's interest, or keep it once acquired - with a monatnous succession of robots to whom a fine memory is the measure of success - I feel I'm a good example of the . . . . school system - all A's - and I've never had to think through my entire young life - surely that is a great mistake -"*

Example: *"I think the most important goal for education is making the student want to learn on his own. A broad background of material should be given in the early stages of schooling (pre-high school). By the time a student gets to high school there should be the motivation for wanting to learn and retain knowledge, not just memorizing facts that will pass through a student's head after a test. In high school there should be fewer required courses. Students taking courses they have no interest in aren't going to be motivated to do the work and really learn. This system would also teach responsibility, because if a student doesn't do anything on his own it won't get done. Education should suit the needs of individuals more, and be less of a way to discipline the masses during the day."*

Example: *"There are many things necessary to make a much more rounded educational program for all our children. 'Teachers' who can instill in our young a challenge for learning for all children, regardless of their learning ability. Proper attitude, and a sound reason to want to learn."*

Example: *"I am not sure schools should teach. They should create an invironment that ignites a desire to learn on a progressive and expanding scale."*

Example: *"Each student should have the motivation not only to achieve at grade level but to achieve at the best of his ability. Students should strive for understanding of subject material and learn to aptly apply it when needed."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
1.16	35	60	Comments which added goals to the questionnaire.

Example: *"Each student should develop appreciation of and understanding of his environment."*

Example: *"Each student practices effective human relations."*

Example: *"Each educator accepts the fact that a student's ideas, interests and opinions, appropriate to his age and experience, may differ from his own, and shows a willingness to listed."*

Example: *"Each student recognizes his own rights, as well as others'."*

Example: *"Each student is allowed to learn at his own pace without competing with anyone but himself."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	6	245	There should be more classes on reading and other communication skills. This very general category included not only comments in which people said they thought reading skills should be stressed more in schools, but also ones which stresses the importance of other tools of communication such as speech and writing.

Example: *"The key to a successful, fulfilling and productive life and the most important goal for our educational system should be the development of a more effective READING PROGRAM. Unfortunately, the educational system, in it's present form, does not prepare students early enough and thoroughly enough to take full advantage of the massive resource material available in written form. Since the ability to read well (and comprehend what is read) a large quantity of material is essential to all disciplines of the academic world, it is imperative that any and all problem areas be detected early in the students life. These problem areas, when detected, should be dealt with in a truly professional manner immediately until the problem is solved.*

Learn to Read and Read to Live
Learn to...Live "

Example: *"I feel you are failing in your mandate to have every student learn to read as well as he is capable of, and speak as well as he is capable of. The poor student just slided along in the Conn. system. Speed writing, public speaking earlier and FOREVER!"*

Example: *"Since the skill of Reading is extremely important, great emphasis should be placed on elementary reading in the schools. If a child cannot read, his ability to comprehend other skills is practically nil. Also, the means of enrichment in later life is severely handicapped."*

Example: *"I feel that the diagnosis of reading disabilities at an early age should be a primary goal of public education. Unless a child learns to read he cannot accomplish the other goals you have listed."*

Example: *"...nothing would appear More important to me as a parent (of 7) and educator than the ability to communicate. All children won't have equal abilities with the spoken or written word--- but each can learn to make himself understood through his other capabilities, which should be developed--be it art, music, athletics--etc."*

Example: *"I have noticed over the past several years that our children do not read or spell well. I am appalled at the poor spelling our high school students have. There is something very wrong with our educational system & I hope the experts can investigate & correct it. Apparently the old fashioned way was better. To my way of thinking, reading with full comprehension is the most important thing to be taught in our schools. All other knowledge hinges on the ability to read & understand. This should be checked & corrected or we will end up with a country full of illiterates. Please please check into this problem."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	9	203	Cognitive curriculum recommendations. Curriculum recommendations dealing with cognitive public school courses; e.g. English, science, history, algebra, geography, social science, etc.

Example: *"Each student should learn to use and manipulate all available resource material necessary to arrive at a fair conclusion . . . Feel each child should be taught goal evaluative processes combined with, or in addition to, a sound critical ability."*

Example: *"Sociology, urban and human biography, economics, National economic planning. Local economics and the development process."*

Example: *"I would like to see a consistant and persistant effort in behalf of appreciating the role of religion. A study of the world religions, particulary why man asks religious questions, experiences religious experiences, and commits himself to disciplined living.*
Not what is true or false in religion - - But to appreciate its role as we learn to appreciate sports or music."

Example: *"Emphasis should be placed on the application of reason and logic, not improving the student's memory of facts."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	14	177	Schools should teach more effective citizenship. This category includes not only teaching the duties and methods of participation in in a democracy, but in addition teaching the concepts of world government and global responsibility, politics, and social responsibility.

Example: *"Students need a much better understanding of his own society--- how the incumbent government is elected, and how he can contribute toward decision making in Congress. A better understanding of the electoral process and his part in it."*

Example: *"Each student should recognize his rights and duties as a member of society. He should be made to understand the laws that govern him and protect him. He should be made to understand his duties and obligations to himself and his country."*

Example: *"All of these things are nice to achieve, but it would be very nice if all the students learn, and come out of schools good citizens of there community, State and country, and the rest will come easy for them."*

Example: *"A person's proper outlook of citizenship is just as important as his academic Achievements."*

Example: *"Concerning each student learning principles of democracy and good citizenship: This is good, but other forms of government besides the American one should be taught and recognized as existing and fulfilling a need. The ability of government to change should be stressed, as well as the fact that the American Constitution provides for a government which suits the people, and not one which forces the people to suit its own needs."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	25	93	Public schools should teach traditional values, which include the values of patriotism, respect for authority, parental respect, the work ethic (nothing is free, you must work for a living), fear of God, respect for law and order, discipline, and morality.

Example: *"The school should give direction to students as well as a thorough grounding in the basic skills. The modern permissive attitude in too many of our public schools must be reversed if we are to avoid chaos. It's high time we taught 'responsibility and duty' as well as 'rights' and 'freedom.' It is also high time we ceased to cater to our students and began teaching them instead. The old Values of Readin Writin and Rithmatic together with a love of and Respect for God, Country and Family must be brought back down off the closet shelf and directed off to be flaunted before the world else America will like Rome decline into the dust of history."*

Example: *"Schools are for academic education. They should concentrate on basic training in subjects and leave the rearing of the children up to the parents, by emphasizing the need for the family way of life.*
Let's go back to prayer in the school, patriotism, discipline, History & Geography (instead of Social Studies), Arithmetic (not Modern Math), and teachers whom the students will respect because of their proper attire, good manners, and dedication to their profession."

Example: *"Insist on every U.S. citizen in school to respect the flag and stand quietly when pledge made to it. Give honor to our creator God by saying a prayer of thanks each school day. Screen out teachers as of their ability to teach and have controll. Seperate grades to the childrens ability to learn, re. A.B.C. Free lunches to all children. More specialized teachers for*

problem and slow children. More trade subjects as shop-kitchen etc. in lieu of subject. Two or three day vacations instead of a week. Lastest mode of teaching as films, etc.
More on sex, dope-alcohol-subjects. Less on ethnic groups.
Subjects on family ties unity at home. Pride of family sacrifice.
Subjects concerning pride & unity of city, state & country. Contribution to above regardless."

Example: *"Instill in students the fundamental truths that nothing worthwhile can be obtained or achieved without hard work and study; also that society cannot continue without respect for others, the law, and one's self."*

Example: *"PRAYER SHOULD BE PUT BACK INTO THE SCHOOL!"*

Example: *"Training in values - - honesty, respect for authority, kindness, etc."*

Example: *"Working together with the parents, the school system should enable the students to aquire the proper values of life. i.e. Responsibility, honesty, loyalty to our country etc."*

Example: *"One of primary goals should be to teach students to have an appreciation for their country and its economic system. School teachers today are too liberal and this prejudice is being passed on to our children every day. The Union influence is guiding our teacher's in the class room. Students are not being taught the virtues of hard work and high productivity they are being taught - what is wrong with the system and how to beat it or take advantage of it."*

Example: *"Realization that every person is expected to earn his own way in life in an occupation that is lucrative and enjoyable and suited to the abilities of the individual. Honesty in that he/she will give a day's work for a day's pay and not to expect to receive payment for services above and beyond one's reasonable needs."*

Example: *"I believe students should be given more spiritual values as well as the preparation for their careers to enable them to function as decent, self sufficient citizens of our country. I believe the lack of spiritual & moral education of our young is part of the cause of some of the problems in our society today."*

Example: *"Why one should love and respect their country and be willing to defend it if necessary.*
A teacher should be asked to teach this as a part of the curriculum since she is a worker for the government."

Example: *"We need to place considerable emphasis on fostering spiritual, ethical, and moral values; we need to have the courage to espouse principles which are common to all religions. This facet of education is missing, yet is essential. Patriotism, respect for authority, etc., are not receiving the support that they deserve in this country."*

Example: *"I believe we should place much greater emphasis on the need for law, order and the respect of others, particularly elders. Furthermore, added stress should be placed on virtues of decency, honesty, and good moral values. (This may sound 'square' but we, as educators, have a fantastic challenge to teach concepts which will help reverse the trend toward a decadent society)."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	38	50	Schools should develop more programs dealing with affective problems and which teach people how to love each other and how to feel empathy and warmth toward others.

Example: *"...while cognitive skills are terribly important, more emphasis should be placed on the affective domain."*

Example: *"How about more questions concerning 'self-actualization'? Respect for one's inner as well as other (phys-ed) aspects? No love in your lexicon? Or even deep affection? Overly weighted in cognitive/motor domains."*

Example: *"Rather than an accumulation of facts, education should be a life long process of evaluation of self, others & society & a method of dealing with conflict & problems. The fragility of our planet, the worth of human beings, the value of loving, the excitment of learning are all priorities."*

Example: *"I believe charactor development is of Vital importance in the lower grades."*

Example: *"Most of all, they should be shown and taught, <u>love</u>. The lack of this is the beginning of a child's problem. Bullying <u>is</u> done by teachers -- singling out -- students as "bad." Every teacher must love the children under him, none better than another, wanting to help all he can.*
It's only through this love, that the child can learn to love other children and to share, and to give. This should be stressed. Spoken of in words. Give children hypothetical situations and have them pick the kind thing to do.
Certainly this learning of love is very lacking in the U.S. educational system and it should be considered gravely. The <u>good</u> points, not bad, must be stressed in a child. A teacher many, many times hinders a child from learning by cutting down his self-wroth. People may protest-'it's the family's job.' Well, just what <u>is</u> our goal? Is it not to help a child live harmoniously with his world?
If <u>one</u> thing should be taught a child, it should be love."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.02	7	218	The Three R's. Into this category were included those comments stressing the need for more concentration on basic studies such as the traditional Three R's of "reading, 'riting, and 'rithmetic." Traditional subjects naturally include much more, but only comments refering directly to these traditional building blocks of education were so coded.

Example: *"Our Conn. schools are not always diligent about providing a strong basic learning foundation for young students in such things as the "3 R's." Enrichment of learning programs can come after the basics are firmly implanted. I must say learning programs for the child with learning problems are excellent and much progress is made with the children. Keep up the good work. Improve the "3 R's."*

Example: *"Why are you trying to expand upon the quantity of educational goals when you haven't yet mastered the quality of teaching the basic subjects?*
Stick to the three "R's", gentlemen---I'm not satisfied that your methods of teaching these basics are perfect."

Example: *"The goals of education could be simplified as follows:*
1--To develop the basic skills of 'reading--writing and arithmatic'..."

Example: *"I believe the educational system should have less stress put on students attending college. I have seen too many start out without the real background, desires or abilities to make college successfully. I also believe that in the first four grades of grammar school we should get back to stressing the three "R's". Too often the child is pushed on in school without mastering these subjects. I do not think either grammar or high school students need all the various subjects they*

are given. I have seen many students graduated from high school who can not write or spell and some who read as though they were in grammar school. My opinion is give them the basics first but make sure they get them before going on."

Example: *"Forget the fads & get back to basics. Teach them how to read, write, do math, learn some science and history."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.08	28	73	Values should not be taught by the schools but should be taught by both parents and religious leaders. The school is not the proper place for such instruction.

Example: *"It appears that more than ever before, we expect the schools to do everything except bear the child. I think it's about time parents assume some responsibility for, and answer for their offspring. Teachers have to spend valuable time and energies on areas that should be responsibilities of the home. Parents who can't (or haven't) done anything worthwhile with their children at home, send them to school and expect miricles. After all, they are a product of their environment."*

Example: *"Many areas you listed belong more properly in the realm of family-taught items (values, for example). Some areas naturally overlap. Essentially, however, the schools should teach the three r's so students can use those skills to function in society."*

Example: *"I think schools should teach the basics and how to learn. I also think they should leave the social & moral issues to someone else namely the parents. I think in their zealousness they overstep their authority and get into areas that are best left to others."*

Example: *"Let us return to the family the right and responsibility for developing attitudes, leisure time interests and planning for a distant future. The public schools are now trying, unsuccessfully, to be teacher, mother and father to a whole generation of students. Let's do what we do best - teach basic information and skills. Somewhere beneath the surface of today's educational scene is the idea that we are the only ones with answers to all of life's problems, and this is not so."*

Example: *"While it is important that the correct values and attitudes be developed in each student, I seriously question wether public schools should attempt to do this work. It must be left to parents, churchs and other non-political non-governmental agencies. The attitudes and values of teachers are probably as disparate as the teachers so that I would not entrust such an important and personal role to them. It is obvious that no government agency should be given the power to determine and teach values to the citizens.*
Accordingly, I have not listed as a goal of public education any objectives having to do with values even though I consider them of paramount importance in the development of a student."

Example: *"Some very important goals have not been checked because I feel that they are the responsibility of the home rather than the school i.e. the development of 'ethical, social and spiritual values', etc."*

Example: *"Educational goals of public school must not infringe upon the ethical and moral areas which Church and family teach!"*

Example: *"Public Schools should not be required to teach the values, morals, and good principles which should be acquired in the home. Schools should not be the primary source for learning good behavior - that responsibility rest ~~with~~ the home."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.08	32	68	There should be less extranious and extra-curricular courses and activities in the public schools; e.g. music, art, bands, intramural sports, school clubs, cooking, etc.

Example: *"Do away with swimming pools, ice rinks, dances and get back to education."*

Example: *"Education should stick with the basics and dispense with unnecessary frills."*

Example: *"I suggest that more time should be put in to helping the students learn than thinking of new ways to make the school fun."*

Example: *"Abolish Frills & f[illegible]nges----Instill --good Behavior--Attitudes--Self Discipline---Simple Reading--Math*
Less extra Curricular Activities on School Time."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.08	42	40	The public schools should not teach values. The comments in this category went no farther, for the most part, than to say that values should not be taught by the public schools.

Example: *"I feel that the student should not be taught values of any society. I do not think he should learn about society and their values and make his own decision on which values he wants."*

"School Systems are attempting to take over many functions of family life. It is NOT the function of Public Schools to develop social and spiritual values. The social mores of the Majority are not to be impressed on those who do not wish to partake of them."

"I do not expect the public schools (or private ones) to manage all aspects of cultural life. There are some things which must be left to other agencies and institutions, such as the home. The basic work of the schools, it seems to me, is to introduce children to the greatness of the past, the achievements and thought of today, and nurture insofar as possible a love for learning and methods for carrying it on througout life."

"Your goal is to provide information to formative, open minds in the most effective and efficient manner possible with due regard for the variations in ability and interest that will prevail in the information exchange situation. You are not responsible for the whole of life nor are you required to be the motor force for spiritual, economic or political salvation of any individual or group of citizens."

"The purpose of public schools should not be the noble commitment to an individual's ultimate success in society nor should it be a sociological psychological institution naively attempting to instill ethical, social, or spiritual values

patterned after one educators view of what these values should be. Success in society can never be taught or delineated on either an individual or community basis - success as a label of eventual achievement or personal satisfaction is a mere affection of misdirected energy. Responsibility to one's own philosophy after individual experience has dictated that philosophy is the only human attribute a highly organized education system should teach. A personal dedication to chaos is just as laudable as a commitment to order since both stem from an experience unduplicated by any human. Public schools are not the farmers of life-styles - nor should they try to be. Academic enlightenment in an attempt to build a basis for reflection not a cornerstone of values holds a respect for humanity not presently found in public schools."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.08	47	17	Schools should not have a free curriculum.

Example: *"Need alternate educational choice's in education--from 'free' schools to rigid traditionalism."*

Example: *"Schools & classrooms have become experimental 'test tubes' with little or no regard of the damage projected on the students attitude to sound learning. This is I believe is mainly due to the lack of maturity or psycological stability of many people in teaching and administrations.*
A return to the 'basics' in education is long overdue, with less experimentalism & confusion in the classroom."

Example: *"Stop the wholesale use of untried concepts such as open classrooms and ungraded schools."*

Example: *"I feel the present trend in education could create another generation of 'misfits'. Open Education, Open Space, everyone permitted to do his/her 'own thing' is not rea[illegible] preparing the individual child to cope with society and it's expectations (at least with today's present standards).*
We all have to learn we can't 'do our own thing' and that there are laws and rules we must obey if we are to be reliable, responsible, tax-paying citizens."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.08	48	16	There should be fewer courses on sex education and hygiene.

Example: *"Just for the record I am against sex education in any way, shape or form in our public school system! I wish a public vote on this would be run, and I bet it wouldn't be passed. Don't our educators have enough areas to cover without this one? This one, I think, is up to Mom and Dad; when the child is ready for it!*
We're certainly asking for another Sweaden---California, etc. These programs just haven't been successful!"

Example: *"Less broadcasting about sex education and implement it indirectly as part of other subjects (biology and other sciences). Certainly no methods indoctrination in sex (education?)"*

Example: *"It is our feeling that the sex education of our children remain in our home and not in the school."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENTS
2.11	17	154	There is not enough discipline in the public schools. The general tone of these comments was that schools had become too lenient and permissive with students. The learning atmosphere was thus threatened and many people complained that they did not feel their children were safe from attack in school. Complaints also mentioned the slovenly appearance of students and the trafficing in drugs that goes on in the schools.

Example: *"I think children should not be allowed to be catered to, and taught to stand on their own two feet."*

Example: *"More discipline in schools. The students have too much freedom. Let's say 'no' to them once in a while."*

Example: *"You should attempt to restore disapline and a sense of values in these long haired dope addicted creeps!! (or the alternative)--throw them out of the public school system!!! Take positive action! Now!!!"*

Example: *"In various visits to the school at the J.H.S. and grammar school level, the lack of discipline in general has been shocking. I have been amazed that my children are learning any thing in the atmosphere I have observed.*
Where does our responsibility to educate the many stop?
Are our teachers baby sitters rather than educators?
What power to control the class environment does the teacher, the administrator or the B. of E. have?"

Example: *"They should make a city & state ordinance for all students to wear proper school clothing. And there is no reason's for any kind of school demonstrations from students."*

Example: *"...public education is an extention of family life and Administrators should be prepared to except the responsibility of providing discipline and motivation during school activities. If the authority is not granted then perhaps the State Board of Education should seek legislation or reform in the areas concerning, narcotics, behavior and conduct while in attendance at school. As a parent I expect the school to provide the student with an opportunity to choose from a diversity of programs, find the motivation for learning, and receive a fair exercise of discipline that parallels the atmosphere in our home."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.11	37	54	Teachers should teach and run their classrooms in the traditional manner. The teacher should be strict and autjoritarian and he should not be "pals" with the students being only their mentor and, when necessary, their disciplinarian. Classroom decorum should be maintained.

Example: *"Before any goals can be met, first and foremost, teacher authority in class must be reinstated."*

Example: *"More Homework*
A Firm Hand By All School Personal
More Time spent on Educating The Pupil, Instead of Study Classes."

Example: *"We have to regain the respect of the young in our schools today.*
In the educational process of the young student, we must improve the present day attitudes.
The Goals of the teachers and Administrators have to be firm.
Education in our State needs a great deal of investigation.
All of the Goals mentioned are wonderful, but we have to make, again, Teachers and administrator aware of their new role in education today - so we can move positively toward the new goals in the public schools."

Example: *"Schooling should not be a game where the student wins a 'prize' for being good.*
It should not be necessary to 'sugar coat' class room studies to create a desire for the pupil to learn.
The school is not the place for experimentation to solve social problems."

Example: *"I do wish there would be a return to the more strict relationship in the class room between teacher and students. I believe the teacher can hold the respect of his students with understanding and warmth, but necessary along with disipline, which seems to be lacking in our school system today. I think we're giving the students too much freedom of choice in courses, social activities, etc. than is necessary."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.19	49	15	There should be less special and minority programs in public schools. These people felt that there should be less programs designed for the exceptional child, such as children who are handicapped in some way or who are particularly brillant, and less programs which concern themselves with minorities in the society such as courses in Black studies or the American Indian.

Example: *"I feel that too much emphasis has been put on educating minority children in open classrooms with no regard for the boredom the average and above average student has."*

Example: *"I, as a concerned parent, do not believe so much emphasis should be made in the classroom on the subject of Civil Rights, and Minority Groups.*
I feel that this young generation who will be leaders of tomorrow, are being brainwashed on the subjects of Civil Rights and Minority Groups. I personally feel; this is part of a Communist conspiracy. A class on patriotism should be introduced into the school system."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
2.19	51	14	Comments strongly criticizing students or schools.

Example: *"Did it ever occur to you well educated people that you are pushing our children to hard and to fast? Arts, Democratic processes, bunk! Teach what we were taught in our time! Reading, spelling & arithmetic. Somehow we managed & managed a lot better. Our brains weren't cluttered with algebra in lower grades. We got that in High school. Raise a bunch of geniuses and all they know how to do is make signs and march about something! That's what I personally think of present day education. Just to much!"*

Example: *"I don't think they should allow boys to have hair too long because it only promotes hippieism which our country could do without.*
I think there should be more police in school to crack down on hippies' selling drugs."

Example: *"I think that what is most essential is mental education. In years past, people had a great deal of faith in prayer. Now this is quite remote, so I think that this generation must find another crutch to lean on. In Russia, man behaves out of fear of the Secret Police. Man seems to need either fear of God, or man, in order to behave properly."*

Example: *"When will you people start revising the present day High School - Put officials in the schools for observation. There's a lot of wrong being covered up in many high schools. Find out for yourselves."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.06	8	203	Other recommendations about curriculum not fitting into any other category.

Example: *"I don't think that four years of English should be a subject. I, myself, have found it quite a bore. I, also, don't think that physical education should be a required subject for girls. I think Home Economics or cooking and sewing would be more appropriate."*

Example: *"The 'development of ethical, social and spiritual values' could be greatly increased in opening the doors of the public school (elementary thru high school) to religious teachers: rabbis, ministers & priests, who would give courses in religious education, on an extra-curricular basis, to students in the various grades once or twice a week."*

Example: *"I believe the State Board of Education should wipe out mental segregation as well as minority segregation--to me mental segregation is more harmful than minority segregation. By this I mean separating children especially at the junior high school level into groups according to intelligence level."*

Example: *"I believe the lower grades 1-5 should have some Composition or notebook of some type for classwork or home work assignment <u>follow ups</u>."*

Example: *"I think we could shorten the school day by making art, music etc an elective in all grades. For instance the student only would have to take acedemics of his choice and need and gym. If he wanted to he could take art, music, etc."*

Example: *"There should be after school courses at the various high schools for those students which are interested or who need points."*

Example: *"Basically public education should teach students how to solve problems with a keen sense of justice in its purest form and saturated with the leven of goodness."*

Example: *"School should be held all year. The school day should be expanded and include social activities directed at having students meet one another such as coffee hours, speakers, discussion groups and informal music."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.06	[illegible]	153	More extranious and extra-curricular activities in the public schools.

Example: *"Music should be taught in schools not for test and not by time periods, but for a means of communication that provides relaxation, excitement, and variation. In other words, music must be taught as being fun, and students should be encouraged to participate to the full extent of their*

Example: *"We must also cater of the spiritural aspect of man by introducing comprehensive programs in art and music in the schools. Or lack of aesthetic sensibility (billboards, bad planning, Western's, hamburgers, etc.) is due to an absence of aesthetic training."*

Example: *"I am a physical education teacher in a very fine system ... . but I feel there is too much emphasis preparing the students for college and not enough time spent in areas (music, art, physical education, reading, industrial arts) that the student will be able to use the rest of his life. More time should be devoted to areas that will expand the student's knowledge and interests in these lifetime pursuits."*

Example: *"Students should be encouraged to participate more actively in the arts---especially in the elementary level. More combining of art with music---music with dance---art with literature, etc."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.06	26	84	Schools should place more emphasis on physical education.

Example: *"For all students---....physical education..."*

Example: *"There should be a mandate for Health Education in Conn. and Family Life & Sex Ed. should be taught along with a good health Curriculum from Kindergarten to grade 12."*

Example: *"I believe that the physical aspects of a child's development should be stressed more than they are at this time. A person's physical condition and health are the most important thing of all. Without good health all of the other areas are of no value. A good physical education and health education program is vital to all children beginning at a very early age."*

Example: *"I think physical activities should be aimed at developing a sound foundation for lifelong physical fitness and enjoyment. To me this means eliminating such high risk, physically damaging activities as football, and emphasising sports for both boys and girls which can be engaged in throughout life--such as swimming."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.06	52	12	Schools should have more college preparatory courses.

Example: *"The high school should offer a variety of courses. It should . . . help students get into the college of their choice. . ."*

Example: *"Students planning to attend college should have courses in learning how to study, how to take notes, and how to succeed."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.10	5	252	There should be more Vocational Education in the public schools.

Example: *"Should like to see an 'apprenctice' program for the arts and trades from junior high---on."*

Example: *"There should be more training and oportunities given to students who do not intend to go on to a college career. More courses should be offered to prepare a student in such fields as hair-dressing, chef, plumber, carpenter, machinist, electrician, seamstress, etc."*

Example: *"I have become a firm believer in vocational trade schools. If a student does not intend to enter college and many are not cut out to be, then just a high school education does not prepare a young man or woman to go out into the world to earn a living. If some work experience were incorporated in the high school I feel many children would be more interested in school. In fact it should be started earlier than high school. So much tax money is spent for education and many youngsters waste away till their sixteen so they can get out. How much better it would be if we could make learning more interesting for them. Many more trade schools are needed. They should have the same financial support that the public school system are receiving. I understand the State trade schools have a very small budget to work with. This is not right."*

Example: *"In connection with the last goal I checked off, I feel very strongly that we should have more vocational training schools in Connecticut. The high school program is college-oriented, and in urban areas, especially, the need is urgent!*
A blue collar job should <u>not</u> be look down upon and the schools can do much to foster attitudes of pride in learning or working at some useful occupation. Lots of intelligent youngsters are just not academically inclinded, but shine in other areas or in working with their hands.
Our schools could do well to follow the examples of the European schools where vocational skills are taught, where there is pride in workmanship, and emphasis on accomplishment."

Example: *"I would like to see more vocational courses offered in the high schools for those youngsters not oriented for college."*

Example: *"We should be preparing students for the immediate world of work and post high school education. This means setting up adequate technical vocational schools instead of comprehensive high schools that do very little for the non-academic student. It is no wonder we are one of the least productive nations in the world with our absence of technical education."*

Example: *"Place emphasis on developing a program which will prepare the children for the world of work, This should begin when a child begins his education. Too much emphasis is placed on college preparatory programs."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.14	24	97	There should be more classes on sex education and hygiene.

Example: *"Each student recognize good personal hygene habits and dress accordingly."*

Example: *"As far for Sex Education; should be first year of high school."*

Example: *"A course on Sex Education and/or birth control. Our school has many pregnant girls but our town is extreamly Conservative. Many students asked for a course in such but we recieved nothing as a result. We would appreciate learning something we ask for. Thank-you."*

Example: *"I also consider sex education one of the necessities of our public school education."*

Example: *"Science continues to provides many opportunities to study animal reproduction as children learn about mammals, insects, and birds. They reinforce earlier learning that all animal life must reproduce if it is to continue to exist. So sex education should be taught in grammer school. Most of the children respect and accept his word as law so the teacher is in good position to teach them the facts of life."*

Example: *"What about hygiene as an integral part of health and physical education in the elementary schools? The students need that."*

Example: *"Don't let the anti sex prudes stop sex education in the schools, it is a great improvement."*

Example: *"More important than alcohol or tobacco use & harm - Drugs - their harm & crippling for life should be considered more. Birth control & what your body is - should be taught to young jr. students, also the responsibility involved."*

Example: *"What happened to a strong program of sex education in the Elementary through High school? I hope that a consciencious effort is made to promote a strong 'face-the-facts' attitude in this new (seriously needed) program!"*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.14	31	69	Schools should have more and better programs teaching students the dangers of abuse of alcohol, tobacco, drugs, etc.

Example: *"Each student should be aware of the harm of drugs. And shown the facts and materials of the dangerous drugs that are hurting our Youth of today. In other words, drug education Program to each student. I know some schools do have or have had such a program. But not all schools do. I would like to see this goal in all Public Schools."*

Example: *"I think they should also have sex education and drug education because parents really don't know that much and if they do they feel that you will learn sooner or later so why should they tell us."*

Example: *"Each student should develop a positive attitude toward the proper use of drugs as compared to the abuse of drugs."*

Example: *"The drug problem being what it is today it seems the educational system could do a lot more than is presently being done to help educate the students in the disastrous effect it will have on their life and also our country in the years ahead."*

Example: *"A more comprehensive anti-drug, anti-alcoholo and tobacco campaign."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
3.18	44	29	The public schools are doing a good job.

Example: *"The State of Conn. has the best Educational system their is. I have worked in just abcut every state this side of the Miss. River for the past 12 years. Moving my kids in and out of schools. I'm very proud to be back in my state again, and to know that my kids will get the best Education their is."*

Example: *"The school system here is very good. We have traveled quite a bit & this is one of the best."*

Example: *"Dear Sirs, I would like to make one comment. I think that the system of todays schools seem fine as they are. However, I think that it would be a great improvement if there were more courses for health improvements (especially in ghettos)."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.03	3	307	The goals could be improved.

Example: *"Combine several statements that overlap. Indicate the educational level of 'each student' e.g. 'Each individual as a result of twelve years of public (or upon completion of high school) education should..."*

Example: *"Many of the goal statements are overly broad and vague, and often are loaded.*
I would agree that it is important to provide opportunities for many of the activities listed----but not to establish attainment of proficiency in them as a major goal applying to all students---we need more un equal education, and much more equity in matching educational programs to the individual.
In general---if this listing is indicative of the major trends in educational goal-setting, I fear that we need much greater intellectual vigor in our educational leadership."

Example: *"Many of the questions on the questionaire were redundant I feel."*

Example: *"Your 88 possible educational goals are too broad, simplistic and redundant. You will obtain the most worthwhile goals in this open-ended question: Public school should teach..."*

Example: *"Why was this questionaire so repetetive? Space and time by both Board of Ed. and respondents could have been saved."*

Example: *"The goals listed are very ambiguous and weighted.*
It seems as if art, music, physical education, math, science are being put on the line. There was too much emphasis on career orientation. What about educating the whole individual to be human? Is it because we educators suffer from a lack in this area or is it society in general."

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.03	20	115	The questionnaire could be improved.

Example: *"...the format of the questionaire does not allow the respondent to order the items according to the degree of priority he may attribute to each."*

Example: *"What purpose does this survey serve? All these goals are important ----what do you mean 'most' important? If a ranking was desired, it should have been so specified."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.03	27	79	Comments generally negative in nature.

Example: *"The statements listed are all very good on paper but what good are they if they aren't striven for. It seems that I've seen these statements on paper and talked about but as far as doing anything about them, it's another long story."*

Example: *"Define 'student'.*
Stop wasting money."

Example: *"I think it would have been more appropriate to ask for opinions concerning schools as they are at present - not, what we ideally expect them to be. Dogs chasing their tails run a lot but, don't ever get anywhere."*

Example: *"In my opinion, I think that this Board of education is lousy. They put to much pressure on the kids."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.03	34	64	Disliked the questionnaire. Thought it was a waste of time.

Example: *"If the state of Conn. is paying for this - And I bet we are - your wasting our money."*

Example: *"This seems to these parents a very poor survey. Far too broad to be of any real value."*

Example: *"I filled this out as a requirement by my school. I would like you to know that it is general, vague, and certainly of little value. The questions are inane and the whole idea of this questionaire is offensive to professional educators."*

Example: *"I think this is just about the most asinine piece of junk I have ever seen and imagine that the cost to us taxpayers is frighting. I look forward to the day when the State Board of Education either uses common sense, stops analyzing, and assessing, stops retaining such Institutes, or just disbands as one of the state's unnecessary agencies."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.17	46	25	Schools cost too much and the taxpayers are not getting their moneys worth.

Example: *"This is nothing but educational gibberish for which we taxpayers are being clobbered by a bureaucracy to justify their jobs... Getting rid of your ilk of educators would save millions of dollars and reduce the tax load on the property owners.... With all the billions spent by this government on modern education, the quality has steadily been deteriorating. Small classes with good teachers could have accomplished more for less money."*

Example: *"What we really need is a 16 year public educational system. Use the existing schools and provide every child in Connecticut with the opportunity to earn a college degree without bankrupting the parents."*

Example: *"Don't waste my tax money."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
4.17	50	14	Most teacher's and school official's salaries are too high.

Example: *"I am a State of Conn. employee. In '69 and '70 . . . teacher salaries increased 14+% in '69 and 13+% in '70 (Conn. Exp. Comm.) and the State gives me a 6% cost of living in '70, nothing in '71 and nothing in '72. When does it stop. We keep losing our buying power; the quality of education is very poor; I don't like these pretentious buildings--they do not make for quality education; I do not wish my children educated at the expense of so many of my neighbors having to pick up their marbles and move out--something is rotten in Denmark and that Denmark is the educators who are of one mind.."*

Example: *"Most teachers are getting paid too much and are not putting out enough work. The tenure system makes teachers too secure and they get automatic raises so they don't feel as if they have to work as hard. Let's see if we can't get more education for our money; get rid of the 'dead wood.'"*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
5.04	1	442	General comments having no specific theme.

Example: *"I think some of the goals listed are things the student should develope or do on his own - for example, Each student recognizes his strengths and weaknesses and developes his personal goals accordingly. That is the reason I didn't check many of these."*

Example: *" This was difficult to answer. You have to decide if public education is a means to a means or a means to an end."*

Example: *"Schools should start at 9-3 or From 8-2:05. We should have music in Shops like over the loud speaker or in the shops rooms."*

Example: *"I don't think that anybody has a good relationship with their parents.*
Maybe only a few people are good in art and music.
Not everybody appreciates the school and their teachers.
Thats the way I feel about it.
Not everybodys good in school, and only some people destroy it."

Example: *"Reading should be taught in a different approach. Teachers should first allow students to read the books of his choice and comment on it to the class. After the students gain interest in reading, the teacher may assign a book and then proceed to analyse it. As a student, perhaps I am not looking at both sides."*

Example: *"Impossible to say that any of these goals are important!"*

Example: *"EXPERT: ONE WHO KNOWS MORE AND MORE ABOUT LESS AND LESS*
VICTOR-"

Example: *"It is hard not to check every box - therefore I wonder if the 'survey' will really tell you very much!"*

Example: *"Concerning Music - if any talent is there learning to play to some extent is good. However playing is not nearly as important, I believe, as appreciating music unless the child exhibits genuine talent.*
If we can attain the goals listed inside the kids and the world stand a chance to prosper."

Example: *"I favor neighborhood schools as the best means of education for all children."*

Example: *"I have checked some of the enclosed questions, because you ask that we check those we consider to be 'most important.' Ideally, however, every school would include all of these goals for every public school student."*

Example: *"I only listed what I think is needed."*

Example: *"We shouldn't be suspended for smoking only detention for skipping. Smoking outside only. Outside studies. Better field trips. Less expensive lunches. More and better food. Less boring classes."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	19	148	The public schools need better qualified teachers.

Example: *"If the goals noted in the preceeding pages are to be achieved, there of necessity, must be established a program to provide qualified teachers in all subject matter. A determining of the ability to teach must be accomplished either by the city or the state. Poor teachers are detrimental to the students and the system and must be weeded out of any program."*

Example: *"The. . . . . School system has much to be desired. Teachers, for one, need to be updated, get rid of the dead-wood, who can not cope with the teenagers or have the patience with them."*

Example: *"My main concern is the quality of teaching talent in the public schools. It appears to be extremely spotty. Far too many teachers appear to be ill-qualified, ill-motivated and lacking what I would call an appropriate temperment. They do not -- despite excellent facilities -- create a learning environment in which both teaching and learning can take place. They lack creativity. Too many are too secure, hiding behind tenure. Many are unknowledgable about our society and the forces that impact it...and the forces that impact the students. They communicate badly (or not at all) with parents."*

Example: *"I do not believe that just because a person has a degree in teaching that he should automatically be given a teaching job.*
Some teachers know their subjects thoroughly but are unable to get their knowledge through to their students so the student doesn't get the benefit of the teachers knowledge.
In my opinion the ability to teach & import knowledge to the student effectively is more important than the degree & qualification of a prospective teacher who does not have this ability."

Example: *"Should have more old maid school teachers that don't smoke and drink to set better examples for the students."*

Example: *"Supplying good teachers who are willing to teach their students instead of some of them sitting back and doing nothing."*

Example: *"Teachers in our state should be hired on their ability to teach in the class room and not what degrees they hold. It has been my experience in this school system that most of the teachers are terrible. If the child doesn't understand something he is told that he should have gotten it the first time. Also there is to much of giving very young children written directions and then telling them to follow them. The teacher is there to teach not to tell them to read the directions and do it themselves. What do they need the teacher for then?"*

"Keep longhaired teachers out of classrooms of grade children until they are old enough not to be so easily influenced. If I had the decision to make I would keep college trained teachers out of grade schools. Also - they would have to be at least 25 yrs of age, teach only 3 hrs a day and teach on a part time job basis.

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	21	105	Individual complaints about some aspect of school.

Example: *"Don't combine UConn branches with Technical & Community Colleges!!!"*

Example: *"Our children attent the . . . . . schools & we can't speak highly enough of Consolidated. However, we have one child in 7th grade at . . . & the situation is appalling. If he had any more study halls he might not bother attending at all. He has just about lost a year of valuable education. Hopefully the situation will improve when the . . . . is completed - we shall see. We don't believe these youngsters capable of handling a high school environment. Sincerely, Very Concerned Parents"*

Example: *"I personally think the educational system in . . . is rotten to say the least. I feel my four years at . . have been purely a waste of time. I, in that four year pd. could have been doing something more worth my while. I feel study halls are purely a waste of time and the privileges the high schools get are not worth working for as I am a senior - its too late for me. No one really ever cared to listen to ones problems - you just merely get detentions for trying to explain and now they hurt. I was never prepared for SAT's and now I have to pay. You see I've always wanted to be a nurse and I have worked diligently at it and because of my SAT's that dream will never come true!!!!!"*

Example: *"My eldest son, a college graduate, can't spell because they tried a new system while he was in third grade. Penmanship was never enforc . My second son also an engineer can letter properly. A daughter now in high school never had First Aid because they changed from 7 to 6th grade when she was in 7th. My fourth, a daughter in 5th grade has never learned the multipulcation table yet!"*

Example: *"There is a rule that no more than 10 min. of homework from each class, I think this should be enforced because the teacher's here give 1/2 a hour homework per class."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	33	67	Teachers should be evaluated. The overwhelming opinion of comments mentioning teacher evaluation was that too many teachers had fallen behind the times in their field, had become stuck in one, often outmoded method of teaching, and had become too secure in their jobs, because of tenure, so had less motivation to do a good job of teaching.

Example: *"1. Eliminate 'tenure' for teachers.*
2. Allow students to pass on evaluation of their teachers abilities (high school level only) at the end of each school year."

Example: *"I would like to see a periodic examination given to teachers to prove their value and how much they are contributing to the classroom. In other words, teachers after several years, fall into a dull routine and their job becomes hum-drum."*

Example: *"High school students should be able to evaluate the teachers."*

Example: *"I feel very strongly that our entire school system must be revised to put more emphasis on a more realistic approach to a meaningful education for all students, regardless of race, color, creed, and, most important, abilities. This will never be accomplished unless teachers give up the union contract right that they do not have to take part in extra curricular activities, one of the most important parts of properly training the youth for a meaningful life.*
The trouble with our educational system and it will get much worse, is the fact we have no way to weed out the undesirable members of the teaching staff who are only interested in money, shorter hours and less work -- and little welfare for the child."

Example: *"Do something about making Principals accountable! Surprise teachers --- and make sure that they are teaching all subjects, as required in the curriculum. Not just one or two. In other words --- see that teachers get down to the business of teaching and stop wasting time.*

Example: *"Tenure - benefits teachers does not provide better education for children. Would like to see tenure abolished."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	40	48	The public schools are doing a bad job.

Example: *"Your educational system leaves much to be desired."*

Example: *"I have lived in several states and it seems to me that the Conn. School System is one of the poorer ones I have seen. I have two children who attend school in your system and sometimes I think they have regressed since being in your schools."*

Example: *"Why can't you people get off your asses and fix up our schools. They need help and its really hard to learn anything with them being so bad."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	43	31	Teachers are very important and we need more of them.

Example: *"Teacher 'quality' is by far the most important consideration in the search for educational goals. The teacher is the ultimate motivation and far more important than frills of curriculum or physical facilities."*

Example: *"As for teachers age group I feel the more mature teacher commands more respect from his or her pupils and are, or so it seems, more dedicated."*

Example: *"The only worry that I have is that you are able to find teachers who are willing to help along with the home to instill these goals into our children. For I believe our greatest detriment to good education is the poor caliber of teachers that are found in the school systems."*

Example: *"This is all student oriented, but I think one outstanding goal of any Board of Education should be to procure the very best teachers for its children (not necessarily the ones with the most knowledge or degrees but those who love & understand children & can motivate them.)"*

Example: *"...more teachers in elementary schools & better screening of."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	54	11	The public schools would be better off if the State or Federal governments financed and controlled education.

Example: *"The public schools of Connecticut should offer the same quality of education to all children in the state, no matter where they live. The present system of local financing through property taxes does not do this. Some way must be found to combine state wide financing with local interest, commitment and, to some degree, control of curriculum."*

Example: *"I would like to see State-controlled education. I would like to see education free through college and even graduate school."*

Example: *"Put educational funds on a state or federal allocation basis, not on a community tax base ability to provide funds."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.09	55	6	Teacher's salaries are too low.

Example: *"The individual who meets daily with children, be it in the suburb or the ghetto, should be the most influential person and agent in bettering education. To guarantee better teachers I would recommend .....Better salaries along with more discriminating recruitment. Let's face it. The top dollar gets the top people."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.15	41	41	Schools should have better buildings, facilities, and more materials such as books, films, visual aides, etc. to work with.

Example: *"..should have better equipment."*

Example: *"We should be given more activities and better gym equipment. Thank you."*

Example: *"The money spent on the very survey is so much needed for better equipment to be used in better basic education!"*

Example: *"I believe more money should be spent on education especially on state owned schools."*

Example: *"We desperately need a new school in . . . . .*
....the children cannot play basket ball or play any kind of sport or have any kind of social because of warped floors in the gym.
WE NEED A NEW SCHOOL FOR GRADES 6 Thru 8 -- Please investigate!!!"

Example: *"Being in a school where facilities are very limited, it is very difficult to acquire the proper knowledge gained by other students in much better high schools."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
6.15	45	28	Classes in the public schools should be smaller.

Example: *"In order to achieve the goals listed inside, as well as producing a comparatively good percentage of well educated and well balanced children,: FIRST WE NEED SMALLER CLASSES AND TEACHERS THAT ARE NOT SO YOUNG AND INEXPERIENCED THAT THEY ACT MORE LIKE CHILDREN THAN THE CHILDREN."*

Example: *"Some of the schools are crowded like the High School."*

Example: *"The school system is pretty good as of now. How about smaller class rooms though."*

Example: *"I think that an education should consit of what the student wants to have for subjects. And also I think that the class should not be so growed because this students may have a better atitude toward the teacher and get individal help were nesscary."*

Example: *"The classes should be smaller and there should be more discipline."*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
7.13	23	97	Comments generally positive in nature.

Example: *"I think all of the goals listed are excellent."*

Example: *"No mention was made of teaching a child to seek a goal in life." No mention made of learning self-discipline - Without it, how can we respect others IN ANY WAY?"*

Example: *"Very broad presentation of choices - really could not say 'no' to any one of them -"*

COMMENT NUMBER	RANK ORDER	NUMBER OF RESPONSES	COMMENT
7.13	36	59	I liked the questionnaire and appreciated the opportunity to respond to it. Thank you.

Example: *"Thank you for a chance to express an opinion of sorts and thereby to help form the educational standards of our state."*

Example: *"Congratulations----analizing reading ability is a start! This type of accountability (by professional Educators) of your own programs, has to help the total picture. Be professional---- Education must mean differant things to differant people... define todays "Education"...then do an honest job to achieve goal. (Be your own worst critic)"*

Example: *"I think this sheet is very good because it gives me some idea what is happen to the school's today. I thank you for letting us speak our minds in this way so we can make our own change's the way we feel. Thank you."*

Example: *"It was vary hard to understand, but I think it is a vary good thing to give out."*